

DOCUMENT RESUME

ED 099 537

CE 002 622

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TITLE Vocational Programs for Disadvantaged in Illinois; A
Statewide Assessment of Secondary and Post-Secondary
Programs for Disadvantaged, 1972/73.
INSTITUTION Southern Illinois Univ., Carbondale. Dept. of
Occupational Education.
SPONS AGENCY Illinois State Board of Vocational Education and
Rehabilitation, Springfield. Div. of Vocational and
Technical Education.
PUB DATE 31 Sep 73
NOTE 121p.
EDRS PRICE MF-\$0.75 HC-\$5.40 PLUS POSTAGE
DESCRIPTORS Curriculum Evaluation; *Disadvantaged Youth;
Educational Administration; Educational Coordination;
Educational Improvement; *Educational Programs; Post
Secondary Education; *Secondary Education; *State
Surveys; Student Characteristics; *Vocational
Education
IDENTIFIERS *Illinois

ABSTRACT

The programs cited in the report are presented as elements of a total system of services to help the disadvantaged student complete vocational education programs. The report opens with summary findings and recommendations for Chapters 2-7. Chapter 1 provides information on the scope of the report, development of a multivariable model, a discussion of policies, the procedures used in the study, and limitations of the study. Chapter 2 considers general and specific characteristics of disadvantaged students. Chapter 3 presents information on policies, objectives, structure, and other factors of management and organization, citing specific schools. Curriculum strategies in general, and exemplary strategies employed by specific schools, are cited in Chapter 4. Chapter 5 reviews how various educational elements--recruitment, counseling, testing, admission, and staff orientation--can be interrelated into a unified system, providing information to administrators about current methods being utilized by other institutions. Chapter 6 presents information on personal services. Evaluation and followup studies are described in Chapter 7. Eight appendixes are devoted to a multivariable model, the questionnaire, results of the survey by institutional type, an interview guide, sample policy statements, the institutions visited, and demographic data on high schools and other agencies. (NH)

ED 099537

Vocational Programs for Disadvantaged in Illinois

A Statewide Assessment of Secondary and Post-Secondary Programs
for Disadvantaged, 1972/73
State of Illinois Division of Vocational and Technical Education

LAWRENCE WEISMAN, *Project Director*
Assistant Professor in Occupational Education
Southern Illinois University at Carbondale

September 31, 1973

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STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND
REHABILITATION DIVISION OF VOCATIONAL AND
TECHNICAL EDUCATION RESEARCH
AND DEVELOPMENT UNIT

CE 002 622

Southern Illinois
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CARBONDALE, ILLINOIS 62901

Department of Occupational Education

September 25, 1973

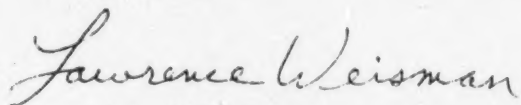
Mr. Sherwood Dees, Director
Division of Vocational and Technical
Education
1035 Outer Park Drive
Springfield, Illinois 62706

Dear Mr. Dees:

The staff of the Project for Exemplary Vocational Programs
for Disadvantaged in Illinois submits to you its findings
and recommendations.

We sincerely hope that the information we have gathered
will be useful in developing vocational programs of real
significance in meeting the needs of disadvantaged citizens
of Illinois.

Respectfully,



Lawrence Weisman
Project Director

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PREFACE AND ACKNOWLEDGMENTS

It is the purpose of this research to identify education-based activities which may be transportable as components of a model delivery system for exemplary programs for disadvantaged. It is unfortunate, but true that frequency of occurrence is no proof that a given activity is effective so statistical data was not seen as significant to the findings. Therefore the assessment has been made qualitatively rather than quantitatively.

As project director, I do assume full responsibility for the contents of this report, however, credit for whatever value may be found herein must be shared with my colleagues who participated in every facet of the research and writing. This may best be understood by explaining the writing process.

Each man analyzed the notes he accumulated, broke them down to key points, and passed them on to whomever was writing on that particular topic. Each chapter's writer then edited the materials he thus acquired and wrote them into a coherent whole. These drafts were circulated to the staff and each member corrected and amended the work of each other member so that the final report, while it shows the names of individuals on individual chapters, represents, the consensus of the entire staff. Mr. William Weberg of the project staff deserves special mention; he has spent many hours of his own time in helping to prepare the final report for publication, making revisions, editing and proofreading.

We are indebted to the following personnel of the Division of Vocational and Technical Education for their cooperation, suggestions and general encouragement: Garth "Skip" Yeager, Rita Kalfas, Robert Sepesy, and Bernard Quigley.

We had an exceptionally high rate of return of questionnaires mailed to the field and we believe that this expresses the state-wide interest in serving the disadvantaged, and the dedication of many administrators who took time to respond. Having visited 48 institutions, it would be impossible to enumerate here the many courtesies that were shown us. We know that there was much adjusting of schedules and many overtime hours worked to accomodate us. We are grateful and hope that this report in some small way repays the effort of all the individuals involved.

Lawrence Weisman

SUMMARY FINDINGS AND RECOMMENDATIONS

Summary Findings

The summaries contained herein have been organized by chapter so that the reader can conveniently refer to portions of the report for which more detail is desired. We have generally avoided references to specific programs or research in the summary; such material will be found in the chapters.

Characteristics, Chapter II

General Characteristics

Although there is danger in stereotyping disadvantaged people, there is utility in identifying common tendencies within this group.

Essentially, disadvantaged people tend to be motivated more by extrinsic than intrinsic needs, relative to advantaged groups. More effective curricula may be developed for these students by preceding theoretical work with practical work, manifestly more relevant to their needs. The utility of extrinsic motivational techniques is more obvious in daily applications, while intrinsic motivational techniques are necessary to encourage long-range goal formulation and achievement.

Disadvantaged youth may be more dependent on peer group affiliations than on family to fill belongingness, love, and self-esteem needs, and therefore special identity clubs or organizations may well be encouraged as an aid to ensuring their academic success.

Disadvantaged people tend to prefer either high- or low-risks in life goals to medium risks, compared to more achievement oriented groups. The high-risk oriented student may have the drive to succeed beyond expectations and is not likely to accept lesser goals. Programs should be developed so that lesser goals may clearly be seen as intermediate and not terminal.

There is a lack of consensus in the literature regarding the level of self-concepts of disadvantaged people and of the impact on integrating disadvantaged students, it appears clear that the situation represents an assault on the ego, but the results are not known; the safe course may be to assume that the student needs ego support.

Characteristics in Illinois

The state guidelines published in the State Plan for the Administration of Vocational and Technical Education, Bulletin No. 3-972 and detailed in Occupational Education for Disadvantaged and Handicapped Persons, Bulletin No. 40-273 are being utilized for identification criteria for disadvantaged students. There are broad variations in procedure, however, and these can be critical in subjective areas such as "mentally handicapped", or indicating educationally or culturally disadvantaged. Hard items, such as overage for grade and absenteeism are based on simple records and present less of a problem.

No research was found which validate identification procedures and much is needed, particularly in the area of testing and guidance. One definitive study was found in progress in the Adult Division, Department of Corrections.

Management and Organization, Chapter III

It is much easier to promulgate policy statements and objectives regarding services to disadvantaged peoples than it is to provide successful occupational learning and ancillary experiences. There is a decided trend toward what might be called "... having the agency's heart in the right place." However, restructuring institutions which are historically almost completely guided by books and facilities so that they will, by contrast, be oriented to students of diverse backgrounds, personalities and abilities and at the same time meet community needs is no mean undertaking. It has been accomplished totally almost nowhere; traditional orientations die hard. It has been accomplished in part in many local education agencies. In many situations, great group and individual successes are obvious.

Where successes have been realized, adjustments in organization structure and utilization of community resources are evident. Personnel and operating resources, school and community, must be organized to function in behalf of student needs if disadvantaged are to be employed according to their true and individual potentials. There are ample instances which illustrate allocation of and physical resources and close working relationships with community agencies and employers. The more successful local education agencies have stated objectives, special professionals assigned to occupational and related instructional positions and to ancillary roles such as guidance and placement. These programs have exciting relationships for the employers who are pleased at the prospect of helping provide economic careers for those who will become liabilities unless they experience specialized programs. Service to disadvantaged peoples requires innovation and many kinds of agencies and people working cooperatively in patterns that function locally.

It is clear that leadership style is a key to implementing policies. Many institutions operate from a "safe" position where established procedures and content dominate. However, people-oriented staff and programs seem to be most consistently effective with the target clientele and people-oriented administrators tend to attract people-oriented teachers and possibly set the tone for at least the ambivalent staff. Centrality of control and single purposedness set an institutional tone that is conducive to the success of students in remedial or habilitative programs. They are strongly affected by snobbery from academic-college types or by resentment and hostility from custodial staff (correctional institutions).

Curriculum Strategies, Chapter IV

Curriculum includes the entire experience, offered by an educational institution, which contributes to the affective, cognitive, and psychomotor development of the student. From this concept, held by the project staff, we might describe this entire report as dealing with curriculum strategies, but we have limited this chapter to examination of activities directly related to the formal instructional program.

Traditional academic programs do not meet the needs of disadvantaged students, which may be either a cause of their disadvantage or an effect. In any case, we may describe them as atypical learners which suggests that they are not uniform in their learning patterns and so need alternatives. Modifications to curricula may be in the form of change to content, change to sequence, change in the style of presentation or any combination of these. It seems logical with this special needs clientele that any change will serve some, but not all and therefore any single strategy will have limits to success.

In the main, content needs to relate directly to skills needed in the occupation, sequencing should predominantly move from practical to theoretical and presentation styles should support individualization.

Admissions Systems, Chapter V

An integrated admissions system consists of recruitment, counseling and testing, induction, and staff orientation. Recruitment techniques at the secondary level are diverse. It may be as simple as an informational slide presentation about vocational programs available or a brochure about cooperative work study or an Open House. The guidance work performed at

the eighth grade level is critical and is usually performed by the junior high school staff: articulation and coordination is the key to successful recruiting at this level.

Generally more active recruitment is found in the junior college. The recruitment of the unemployed, underemployed, minority groups, and veterans is undertaken through media campaigns, personal contacts, social agencies, and the use of indigenous workers. At whatever educational level and whatever strategy employed, two basic ingredients are necessary for effective recruitment. First, the message being communicated must be credible to the target population and second, the communications media used must also be a credible source for the target group.

An integrated systems of counseling and testing must be provided to aid the student in working realistic career choices. Throughout the state a wide range of standardized tests are being administered. The GATB, OVIS, and the Kuder are the most commonly used. There is little research available to compare validity of these tests and combinations of tests and other factors to determine which guidance system is most effective.

In the secondary schools there is a concerted effort to integrate the disadvantaged student into academic and non-academic activities. Orientation week, individual and group counseling seminars, help the entering disadvantaged student in the transition to a vocational program in the Junior College.

Staff attitudes are the key element in the education of the disadvantaged, and may be influenced by training and orientation. Ten of the schools visited had held formalized inservice workshops. Others recognized the importance of staff awareness to the problem of the disadvantaged, their environment, and new methods and techniques for teaching the disadvantaged but had not for various reasons conducted such programs.

Personal Services, Chapter VI

General

Personal services are supportive in nature, and care must be exercised to integrate and coordinate these services with the total program. The area of services provided is so basic and the implications so broad, that these services cannot be the function of only a single agency, department or a few specialized staff members. Providing these non-academic support services must be approached with the pragmatism necessary to develop a

program of services that involves the entire agency staff. Successful programs can not rely on segregated weekly guidance sessions and the like, while the student faces real problems in the classroom, home, and social environment. Support services must be designed to provide the necessary financial, guidance, and behavioral support to the student where and when he needs it.

This requirement infers the necessity of a general framework containing a diversity of services and points of application including; on-going guidance and counseling, socializing activities, placement, and financial aid.

On-Going Guidance and Counseling

Programs must stress a total institutional involvement. This total involvement is necessary to accomplish the two primary program goals of building positive attitudes and developing a sense of individual accomplishment in the disadvantaged students served. To provide these services requires guidance personnel, teachers, administrators, and learning laboratories, financial aid, referral agencies and other cooperating agencies in a program encompassing the student's entire environment.

Socializing Activities

Socializing activities should aim at developing both immediate external control and long-range internal control of student behaviors so that the individual can cope with society in acceptable ways. Socialization is not solely the province of counselors, but is appropriate within the context of the classroom, including co-op programs and other school activities. The appropriateness of any one given technique is determined by the diagnosis, recommended treatment, and expertise of the institutional staff.

Financial Aid

At the post-secondary level there is a need for more flexible programs of financial aid evidenced by the discrimination against part-time students and the often unrealistic work/study requirement found in most present systems. These problems stem from the legislation regulating financial aid.

In secondary schools programs are possible that offer benefits other than purely financial ones to participating students. These benefits include: financial management training, tutoring experiences, work training, simulation, and in-school placement for those unable to find co-op placements. Overall, the key seems to be imagination in matching aid sources, individuals, and non-financial benefits.

Placement

Placement services need a centralized, planned system of implementation. A well-designed placement service can utilize the resources of vocational teachers, guidance counselors, co-op directors, advisory councils, and others in placing students. The service should provide for part-time employment of students, post-secondary placement of graduates for specialized training, and entry level full-time employment of graduates and school leavers. Additionally, the post-secondary institution may offer life-long placement referrals for graduates and community residents.

Evaluation and Follow-Up, Chapter VII

Evaluation

The various kinds of public institutions studied have taken the crucial first step in evaluation in their one and five-year plans. Implementation of these plans has not kept pace, indicating a need for training of staff in evaluation techniques. In many cases, there was apparently inadequate allocation of resources as well.

Follow-Up

The usefulness of follow-up studies was recognized at all the agencies visited. The correctional centers were restricted by law from conducting such studies, however, outside agencies can do so under their own auspices; this is being developed at some locations. Other agencies are conducting these studies but success, in terms of rate of return or having utility for development, is limited.

Recommendations

Characteristics of Disadvantaged, Chapter II

Programs need to be planned so that they articulate with higher level programs allowing the student the opportunity for advancement using the educational ladder.

Management and Organization, Chapter III

Cooperative agreements between institutions should be encouraged to improve and diversify services.

Educational agencies must reorient themselves to place first priority on designing programs to fit student needs, and second priority on community needs. Maintenance of subject organization and traditional time structures is useful primarily to the institution. Functional organization of curricula and objectives-based units of instruction are alternatives long advocated but little implemented.

A system for sharing successful programs, including specially developed materials, should be established. There is now too much duplication of effort.

Exemplary programs need to be established at several levels in several kinds of institutions.

Teacher education agencies should revise their curricula to provide skills in functional learning and in individualizing instruction. Past and present patterns have been to provide information about these areas; we are advocating training in these skills.

Teacher education agencies need to emphasize the humanistic aspects of teaching to balance with the process orientation they now receive. The sociological and anthropological origins of differences in learning patterns need to be emphasized along with the psychological mechanisms so that teachers will understand the adaptations they must make for individual differences.

Curriculum Strategies, Chapter IV

Self supporting vocational programs should be encouraged for quality and reality of the training they offer.

Reading materials and math materials should be identified or developed that are derived from real occupational tasks and situations for use in remedial programs. Such material would exploit the natural needs of adolescents to seek and acquire career skills.

Flexible entry, flexible exit programs need to be developed, particularly for community colleges and correctional institutions.

Induction Systems, Chapter V

Validity testing of guidance instruments and procedures is needed.

Visual acuity tests should be given to underachievers, particularly those lagging in reading skills. Equipment could be shared or circulated or the tests could be performed by a service agency for a number of users.

Student orientation programs need evaluation and further development. Some models are available for modification.

Staff orientation programs need to be developed for appreciation of characteristics and potentials of disadvantaged students.

Personal Services, Chapter VI

Program staff need to be trained in several of the techniques now available for use by lay personnel in changing behavior. Evaluations will be needed to determine which techniques or set of techniques are most adaptable and useful in vocational programs for disadvantaged students.

Model job placement programs should be developed, particularly at the secondary level.

Financial aid needs to be made available so that financially disadvantaged students may attend adult educational institutions on a part-time basis.

Alternatives to work/study (other than cooperative work study) need to be developed for students who are both academically and financially disadvantaged.

Evaluation and Follow-Up, Chapter VII

Models for follow-up studies should be developed.

Research is needed to evaluate the advantages and disadvantages of segregating classes by sex, particularly Cooperative Work Training (CWT) programs.

More thorough evaluation of programs for disadvantaged should be incorporated into the Three Phase Evaluation system.

CHAPTER I

INTRODUCTION

Scope

The report that follows was conceived and written to develop a multi-variable model of activities and services for disadvantaged students in programs of vocational education in Illinois' secondary school districts. It is hoped that the report will encourage schools to improve present programs of services for the disadvantaged, or to initiate new programs where none presently exists. Better programs of service to the disadvantaged can help this segment of the population stay in school, prepare for fulfilling employment, and realize their potential as individuals.

The model programs cited in the report are presented as elements of a total system of services to help the disadvantaged student complete vocational education programs, and must be considered within a total educational framework. The purpose of auxiliary services for disadvantaged students is to provide them with the necessary support that will enable them to be successful in regular vocational programs. For this reason, each individual special service activity must be integrated into the entire program of services to the disadvantaged; which in turn must be articulated with the total educational process.

Development of the Model

Problem

Programs for disadvantaged students often are germinated on an experimental basis without prior assurance that they will work; they are trial-and-error attempts to treat the symptoms, lacking methodical research into causes and effects of treatment. Frequently these programs are developed without an appropriate experimental research design so that their productivity may not be compared with the achievements of regular programs. Rarely is there an opportunity to compare results between programs so as to find the most productive activities.

The study held a particular challenge because of the dimensions of the variables. First, the variety of programs is unlimited because there is an infinite combination of occupations which might be taught, while the combinations of social and economic environments of the community and the resources and facilities of the institutions can vary infinitely. Second, there are inherent differences in the nature of activities which may take place in the secondary school at which attendance is mandatory and the post secondary institution at which attendance is voluntary. A rigid model would have serious limitations in adapting to the differences to be found from institution to institution. The problem was to develop a modular structure or multi-variable model that would lend itself to the necessary adaptations.

Discussion

Deriving from earlier work by Weisman¹, the staff considered all the circumstances which might affect the individual's success. Logically, this starts with the policy-making body which decides on the priorities which efforts on behalf of disadvantaged students are to have. These policies affect not only financial allocations but impact upon the attitudes of staff personnel as well.

Under the umbrella of policy, implementation of programs depends upon management and organization. Leadership style can encourage or defeat creative activity by the staff. Organizational position tends to reflect management attitudes and priorities which in turn can affect the attitudes of students as well as staff.

In terms of content, organization and style of presentation, curricula ought to relate to the cognitive needs of their target students as well as serving the needs of the community. Frequently, educators prepare special programs by limiting the materials according to ability levels; however, so much has been published lately attacking the validity of prognostic testing that we have emphasized seeking viable alternatives to this controversial practice.

Having established policies for target population service and developed curricula for their special needs, the institution must establish induction procedures that will bring members of

¹Lawrence Weisman, A Study of Institutional Activities Related to the Special Learning Needs of Educationally Disadvantaged Students in Community Junior Colleges in Florida, (Unpublished Ph.D. dissertation, The Florida State University, 1972).

the target populations into the program while maintaining attitudes most conducive to success in the process. We saw three distinguishable phases in the induction process: initial identification and contact, or "recruiting", guidance into career tracks; and orientation into the program and the institution.

While participating in the programs these students may have any of a wide variety of problems both academic and personal. To sustain the student it may be necessary to provide assistance with any of these and so we sought out models for academic supportive services in such areas as remedial reading, remedial math, tutoring services, and learning laboratories. In personal services we included financial aid, personal and family counseling, and mental and physical health services.

The tutoring program staff and the orientation of general staff are important factors in creating an institution wide environment for success.

Placement services facilitate the "pay-offs" for which students train and are especially important in motivating disadvantaged students. They need to know that society is not going to disappoint them again. Success in placement is an important aspect of follow-up information that tells us about the desirability of the graduate and the level of demand in the market. Placement is a public-relations job and the placement officer needs to know how the public views the graduates, and so there is a close tie between placement and follow-up that often makes it desirable to combine the two operations.

Figure I is a hypothetical model listing the major categories of this system against institutional and community variables. The findings of the report are presented in a different format in Appendix A which adds a dimension of transportability.

Procedures

Since the concept of total delivery systems is relatively new in education, the staff proceeded with the expectancy that we would not find such planned systems, but sought out, where choices existed, institutions that had the broadest range of activities that had apparent value.

The model was to be school based, wherever possible, to demonstrate that such activities are feasible under actual operating conditions. To locate these activities, on-site investigations of 48 institutions or systems were conducted. The selection of institutions for visitation was based on three criteria:

AVC	High School	Jr. High School	Jr. College		Urban-Northern				Urban-Southern	Rural Northern	Etc.
					Low SES	Middle SES	Ethnic Min.	Etc.			
X	X	X	X	Policy	X	X	X	X	X	X	X
X	X	X	X	Management Leadership style Organization	X	X	X	X	X	X	X
X	X	X	X	Curricula Content Sequence Delivery	X	X	X	X	X	X	X
X X	X		X X	Recruiting Contact Admissions			X		X		X
X	X X	X	X	Advisement Testing Enrollment	X	X	X	X	X	X	X
X X	X X	X	X X X	Academic Services Remediation Tutoring etc.	X		X X	X	X	X	X
X X X X	X X	X	X X X	Personal Services Financial Aid Family Counseling Health Services etc.							
X X X	X X X	X X	X X X	Staff Orientation Placement Follow-up	X X	X X	X X X	X X	X X X	X X X	X X X

1. Responses by institutions pertaining to activities which they believed to be beneficial for the disadvantaged.
2. The reputation of the institution's programs for the disadvantaged.
3. The need for a representative cross section of secondary and post-secondary institutions.

The screening process used in the selection of institutions for visitation involved four phases. First, a review was conducted of all local one and five year plans submitted by local school districts to the Illinois Department of Vocational and Technical Education. Second, a questionnaire soliciting information on programs for the disadvantaged in vocational education and local data were mailed to 619 secondary school districts, 42 community colleges, and 15 correctional institutions. The Questionnaire is attached as Appendix B. These questionnaires and a follow-up yielded a 55% return. This was considered adequate since the study was not to be statistical and an initial analysis showed that a fair representation of various types of schools (rural, urban, large, small, etc.) with a fair representation of system-related activities had been obtained.

These data were used to determine a list of institutions meriting further investigation for possible on-site visitation. This list of institutions was reviewed with DVTE personnel, and the recommendations of the DVTE Regional Directors were requested and considered. Final adjustments were made to maintain representation of school types and activities.

The actual visitations were conducted at 48 institutions including 31 high schools, 4 area vocational centers, 6 junior colleges, 3 juvenile correctional institutions, and 4 adult correctional facilities. The visitations were begun on April 9, and ended mid-June, 1973. Visitations were conducted whenever possible by two member teams making use of a semi-structured interview guide, attached as Appendix D, as well as open-ended interviews with school personnel. Figure 2 shows the distribution of institutions surveyed by institution service characteristics.

During the on-site evaluations, exemplary activities for the benefit of disadvantaged students were identified and studied as elements suitable for inclusion in a model program. Additionally, the total institutional program was investigated to define the context within which the exemplary activity functioned. This approach was necessary in order to identify the unique institutional or community factors affecting the success of the activity. An examination of institutional and community factors was necessary to determine the transportability of exemplary activities from the originating institution to similar institutions.

Figure 2

DISTRIBUTION OF INSTITUTIONAL TYPES SURVEYED BY
INSTITUTION SERVICE CHARACTERISTICS

SCHOOL CHARACTERISTICS

Type of Institution	SCHOOL CHARACTERISTICS							
	Rural	Small Urban (15-30,000)	Large Urban over 30,000	Sub- urban	Minimum Security	Medium Security	Maximum Security	
High Schools	9	6	12	4	N/A	N/A	N/A	31
Area Vocational Center	2	0	2	0	N/A	N/A	N/A	4
Junior College	2	0	3	1	N/A	N/A	N/A	6
Juvenile Corrections	N/A	N/A	N/A	N/A	1	1	1	3
Adult Corrections	N/A	N/A	N/A	N/A	1	0	3	4
TOTALS	13	6	17	5	2	1	4	48

Limitations

Of the 45% of the institutions which did not respond, and therefore were not considered for study, some undoubtedly have quality programs that might have filled important gaps in the findings of the study group. Additionally, limitations in time and funds necessitated confining inquiries at each institution, to those areas identified by the institutions, in their response to the questionnaire. While the staff tried to maintain some flexibility, it is likely that many valuable activities were overlooked at the places that were visited.

The diversity of the backgrounds of the members of the staff provided a valuable spread of skills and cognitions, but since the entire staff did not visit each site, also likely limited the responsiveness of the staff to clues to activities.

The report recognized that DVTE supplemented funds for programs benefiting the disadvantaged are an important source of encouraging integrated services. The use of DVTE factor funds is not, and should not be the only source of financing these programs. A complete array of federal, state, and local funding utilization is necessary to implement a total program. However, the success of institutions in attracting funds does not affect the institution's ability to make a genuine commitment to disadvantaged students. The commitment of the institution and its staff is still the key to providing the disadvantaged student with the support needed for service.

This report was intended as a locator for exemplary activities only and not for detailed descriptions of those activities. In some instances, to conserve space, it was also necessary to select representative samples: criteria for this selection was at times based on circumstances rather than quality so that it must be known that omissions do not imply that a particular program was not worthy.

When exemplary activities were not identified in our research, the staff attempted to furnish the information with descriptions or cases based on other sources.

CHAPTER II

CHARACTERISTICS OF DISADVANTAGED STUDENTS

by

Lawrence Weisman and
John Schneider

General Characteristics*

The purpose of this section is to provide a base of information about disadvantaged people for use in assessing activities suggested in subsequent chapters.

Essential to this discussion is the question, "Are there common characteristics of disadvantaged groups?" In response to a similar question dealing with the common grounds between minority groups, Gordon points out:

. . .that within any group, more variation exists than between groups. Possibly, the incidence with which certain debilitating or handicapping characteristics occur is higher than in the privileged. The range of characteristics, however, remains the same.¹

The danger in investigating characteristics of groups is the tendency to overgeneralize and create stereotypes. With Gordon's words in mind, it is appropriate to define the term "characteristics" as a significant tendency. It is also appropriate to observe that techniques of classifying individuals into ethnic or racial groups vary.

Sociological/Anthropological Origins of the Problem

The problem of conducting educational programs for the disadvantaged elements of society is not new as an ethical concept or as a tool for the ordering of society. The essential difference in current

¹Edmund Gordon, "Counseling the Disadvantaged: Avenues to Effectiveness," CAPS Capsule, II (Winter, 1969), 4.

*This section, pgs. 7-14, of this chapter is extracted from Lawrence Weisman, A Study of Institutional Activities Related to the Special Learning Needs of Educationally Disadvantaged Students in Community Junior Colleges in Florida, (Unpublished Ph.D. dissertation, The Florida State University, 1972). All rights are reserved.

motivation to educate the masses derives from the increasingly complex and rapidly changing technology of society.

In our modern, stratified and technological society, it is necessary to teach the abstract as well as the tangible and furthermore, it is necessary to fulfill psychological and aesthetic needs as well as physiological needs. If it were possible to teach each according to his socioeconomic class, some direct, uncomplicated patterns for education might suffice.

Three major forces are at work in our present society. First, the demand for more highly skilled workers has caused a need for broader segments of society to be trained. Second, the American society is one in which social standing is derived from one's occupation and achievements while in other class systems occupation and opportunity to achieve is limited by social standing.¹ Finally, Mendelian theory predicts regression towards the mean. The impact of this last force is that not all sons of college professors will be talented to teach, nor will all sons of hod carriers be content to carry a hod. There is a tendency for individuals from higher socio-economic-intellectual parents to be overplaced while individuals from the opposite end of the strata tend to be underplaced.² While there is a general tendency for individuals of lower intellect to precipitate to the lower levels of society, artificial circumstances have forced certain groups into lower socio-economic levels regardless of their ability. The classic case is the black man in America.³

Motivation and Needs

People strive to satisfy their needs in a progression from physiological needs through psychological needs. Maslow postulates that lower scale needs must be substantially gratified before the individual directs his efforts towards fulfillment of the higher echelon needs.⁴

¹I.I. Gottesman, "Biogenetics of Race and Class," in Social Class, Race, and Psychological Development, ed. by Martin Deutsch, Irwin Katz, and Arthur R. Jensen (New York: Holt, Rinehart and Winston, Inc., 1968), p. 35.

²Ibid., pp. 35-40.

³Arthur R. Jensen, "Introduction to Part One: Biogenetic Perspectives" in Deutsch, et al., op. cit., p. 9

⁴Abraham Maslow, Motivation and Personality (New York: Harper and Brothers, Publisher), Chapter 5, passim.

Extrinsic Motivation

The extrinsic vs. intrinsic taxonomy of Maslow's theory of needs has been made here to distinguish those needs whose gratifications are primarily physical or material from those whose gratifications are internalized by the individual.

Physiological needs

Maslow describes the need to maintain homeostasis, body chemistry and temperature, as the foremost of the physiological needs. Sexual desire, sleepiness, sheer activity, maternal instinct and sensory pleasure (taste, smells, tickling, stroking) are ". . . probably physiological and. . . may become the goals of motivated behavior."¹

Safety needs

Maslow uses the term "safety" in its broad sense. He includes, beyond its common meaning of being protected from physical harm, the idea of predictability and order in the world. "For instance, injustice, unfairness, or inconsistency in the parents seems to make a child feel anxious or unsafe."²

The safety needs are commonly manifested in adults as ". . . preference for a job with tenure and protection, the desire for a savings account, and for insurance of all kinds."³

It should be noted that the extrinsic needs require immediate gratification; as one moves up the scale into the higher levels of intrinsic motivation, the needs become more subject to long range planning. For this reason, people who are at the level of basic needs fulfillment are not as well motivated to long range planning as are people who are seeking gratification of higher level needs.

Intrinsic Motivation

Belongingness and love needs

The need for affectionate relations with friends, sweetheart, wife, children, and people in general; the need to have a significant

¹Maslow, op cit, p. 81.

²Ibid., p. 86.

³Ibid., p. 87.

place in the group is the intended meaning for the belongingness and love need.

The needs to know and understand are seen to develop spontaneously, "Children do not have to be taught to be curious."¹ The effects of institutionalization may be equated with similar, culturally barren, environments of poverty.

Aesthetic needs

The need to feel and the need to express beauty are both included in this category of need gratification. While substantial fulfillment of lower levels of needs is a prerequisite to striving for gratification of this need, varying degrees of aesthetics may be seen in all cultures and in all stratas. Self adornment and adornment of the environment may be observed in many situations; the paintings of cavemen are an excellent example. In some individuals the compulsion to fulfill the need for aesthetics, particularly aesthetic expression is so strong that lower needs are bypassed.

Implications of Motivation Theory for Disadvantaged Students

Materialistic orientation

Disadvantaged students tend to be more concerned with extrinsic needs than with intrinsic needs. It is possible then to select motivators or incentives appropriate to the individual. Homme uses the term "contingency contracting" to describe the process of selecting motivators appropriate to the individual.² The author of this study suggests also that curricula may be organized to exploit this characteristic of disadvantaged students; materials should be sequenced to present practical applications, manifestly relevant to the student's needs, first, and abstract theory should follow. This curricular application is diametrically opposite to traditional approaches, but closely resembles the discovery process by which many basic concepts were conceived i.e., Newton and the apple.

¹Abraham Maslow, Motivation and Personality, (2d edition; New York: Harper and Row, 1970), p. 96.

²Lloyd E. Homme, et al., How to Use Contingency Contracting in the Classroom (Champaign, Illinois: Research Press, 1970) Chapter 2.

Safety needs

In this country at this time, starvation is almost nonexistent. Poor nutrition is possible in any social level in our society. Malnutrition is more common among the lower Socio-Economic Status (SES) groups than among the middle strata.¹ There are few people who are sleeping in the streets. In general, the low SES groups have substantially gratified their most basic physiological needs. Safety needs in terms of job security are a potent motivating force, even for those who have attained tenure, since the recollection of job insecurity may still be vivid. The lower class of workers is most subject to layoffs, either due to reductions in the working force or because of advances in the technology which make their skills obsolete.

The obvious solution is to provide occupational preparations that will encourage flexibility to meet future changes in technology.

Hopefully, the teacher or curriculum specialist will not omit the theoretical studies which provide flexibility but will evolve them out of the practical applications that commence the course or program of studies.

Group affiliations

Belongingness and love needs manifest themselves in such phenomena as peer group affiliations or clubs. For many in the lower working classes, peer groups may substitute for absent parents, for approval (safety needs), and for models. Peer groups may form their own patterns of communication and may establish distinctive codes governing the behavior of its members. The peer group teaches its members matters of immediate relevance to survival and status in the environment in which it is nurtured,

¹Rose Mary Carter, "Sleep and Nutrition Patterns" in Lawrence Weisman, ed., School, Community and Youth: Statewide Evaluation of Part G Programs in Cooperative Education State of Illinois/1971-1972 (Springfield, Illinois: Board of Vocational Education and Rehabilitation, 1972) pp. 28-32.

Self concepts

The peer group also provides gratification of the esteem needs of the individual. Soares and Soares point out that while past research "...and opinion is on the side of negative self-images for disadvantaged children, there is a growing body of evidence indicating that this is not necessarily the case".¹

...both disadvantaged and advantaged students show a diminishing of self concept at the secondary level from the elementary school level. The change from neighborhood schools to integrated high schools, with their greater competitiveness and less security, may contribute to lowering of self concepts for both groups.²

Part of the explanation for positive self concepts among the disadvantaged is probably involved in social learning principles. Many disadvantaged children associate only with other disadvantaged children and modeling agents in their communities, home, and neighborhood schools. Therefore, they are reinforced by their family, friends, and teachers, who, in turn may generally expect less of them in terms of achievement and socially approved behavior. However, once the children leave the insularity of their environments and enter into the more pressurizing world of the integrated high school, with its greater competition, can the disadvantaged child maintain his positive self perception?³

If no one assumes that both principles are correct, then one may hypothesize that some assault on the ego might have a stimulating effect.

No similar studies were found at the post-secondary level, but it seems reasonable to assume that the same principles would hold and that this would have additional impact because students would have to compete against a more select student body. It seems clear that entrance into a junior college or any selective post-secondary institution would result in an assault on the self-concepts (self esteem) of a disadvantaged student.

College administrators are faced with the dilemma of working towards a more democratic institution by eliminating special identity groups, but as seen in this and the preceding section, special identity groups serve a needed function in supporting the love and esteem needs of disadvantaged students.

¹Louise M. Soares and Anthony T. Soares, "Self Concepts of Disadvantaged Students", in American Psychological Association Proceedings of the 78th Annual Convention, 1970 (Washington, D.C.:1970).

²Ibid., p. 4.

³Ibid., p. 2, 3.

Self-actualization

The need for self-actualization has been described as one of the high levels needs and so one would expect a lower level or frequency of drive to gratify it among disadvantaged people. McClelland's studies of the need for achievement have revealed a striking phenomenon of the difference between low socio-economic status (SES) and middle SES groups in the amount of risk they will take to achieve their objective.

McClelland's findings show that high-achievement oriented groups (predominantly middle SES) will tend to select medium or reasonable risk objectives, while low-achievement oriented groups (predominantly low SES groups) will tend to opt for either extreme of very high or very low risk objectives.¹ This principle is illustrated by the "go-for-broke" strivings of people from poverty backgrounds in the long-chance fields of entertainment and sports.

At the same time those with high risk orientation will work with determination to achieve their ambitious goals, they are frequently not willing to capitulate and settle for a lesser goal; they prefer nothing.² For this student the "terminal" program offers no attractions unless he sees it as an intermediate but direct step towards the goal he seeks. A problem that may need to be resolved at the administration level.

Psycho/Pathology of Disadvantaged Groups

Underachievement

Vega and Powell demonstrated the effect on perceptual motor development of cultural deprivation in the home.³ Perceptual-motor functioning refers fundamentally to the linkage between visual perceptions and muscular activity, such as eye-hand coordination; it affects spatial and mechanical perceptions making it a basic tool for the acquisition of knowledge. This study proved that significant gains can be achieved in perceptual-motor performance

¹John W. Atkinson; ed., Motives in Fantasy, Action, and Society: A Method of Assessment and Study, (Princeton, N.J.: D. Van Nostrand Company, Inc., 1958), pp. 306-321.

²Ibid., pp. 306-321.

³Manual Vega and Arnold Powell, "The Effects of Practice on Bender Gestalt Performance of Culturally Disadvantaged Children, Florida Journal of Educational Research, XII (January, 1970), pp. 45-49.

by culturally deprived students when they are given training in related skills. This is one of a number of fairly recent studies demonstrating the effect of early stimulus deprivation on the acquisition of skills and data and the possibilities for remediation of those deficits.

Neuroses

Public schools are not equipped, nor intended, to rehabilitate truly neurotic behavior. The point must be made, however, that provisions should be made for cooperating with those agencies which are appropriately equipped for the referral of students who exhibit neurotic tendencies. Faculty, guidance counselors, and other affected staff, working with disadvantaged students, should be able to recognize neurotic behavior in order to know when professional consultation is needed and so that they can cooperate more effectively with agencies giving treatment to their pupils.

Definitions of Disadvantaged Students in Illinois

Definitions and identification procedures in Illinois School districts are substantially following the guidelines for identifying disadvantaged as set forth in the State Plan. Where variations exist they are seen as an expansion and not a deviation from the plan.

Identification criteria for DVTE reimbursement funding for the instruction of disadvantaged students is outlined within the State Plan for the Administration of Vocational and Technical Education in Illinois, Bulletin No. 3-972, and now detailed in Bulletin No. 40-273, Occupational Education for Disadvantaged and Handicapped Persons. The term "Disadvantaged" is used to mean students who are suffering from academic, socio-economic, cultural, or other handicaps which may hinder their success when they are enrolled in a vocational program designed for students not so afflicted.

State guidelines (3.12-1; Bulletin 3-972) identify students as disadvantaged if they meet one or more items of the following listed criteria:

1. Overage for grade by at least two years.
2. Difficulty communicating in writing or speaking.
3. Frequent school absences without apparent cause.

4. Presently or frequently unemployed.
5. Reading level two grades below grade placement.
6. From families dependent, or dependent themselves on social agencies for support.
7. Need economic assistance to stay in school.
8. Physically or mentally handicapped and also subject to above listed disadvantages.
9. Meet other criteria clearly indicating cultural, educational, social, economic, or similar disadvantages.

These criteria are suggested guidelines. Criteria may be established by the local education agencies with assistance from persons involved in special education, guidance, psychology, counseling and special work fields, etc.

The common reaction, among schools visited, was acceptance and utilization of the state suggestions with little observed local effort to develop additional criteria. The conclusion to be drawn from this fact is most schools did not feel a need for any modification or deviation from the State Plan suggestion. However, some schools did determine that their own needs required additional criteria or simple modification of the state guidelines, and these have now been adopted in Bulletin 40-273.

Cairo H.S.

Cairo H.S. target group criteria for disadvantaged have been expanded to include, "Students that exhibit social behavior that is not acceptable to peers and/or school personnel."

Champaign H.S.

Champaign H.S. identification criteria includes: "Exhibits hostile or apathetic behavior"; "Physically, mentally, socially, or emotionally handicapped" and a catch-all provision open to interpretation; "Other criteria which clearly indicates disadvantaged."

Marengo H.S.

Marengo's criteria are expanded to include, "A student whose math ability falls three or more years below grade level." Other criteria suggest an awareness and concern for personal problems

originating from social/emotional upset and duress as evidenced by the court probation category which says, "A student is currently under court supervision for law violation, neglect, dependency, delinquency or 'otherwise in need of service.'" Also covered are provisions for "Parental Marital Status and Maladjustment" which refer to the following symptoms; one or both parents deceased, separated, or divorced, social and/or emotional problems which limit family stability and effects student functioning.

Procedures and Responsibilities

After identification criteria are established, various procedures are used to apply them. Certain criteria are simple hard data; e.g., overage for grade. Other data are more subjective; e.g., mentally handicapped. Deciding that a student is mentally handicapped (low-achiever) versus disadvantaged (under-achiever) seals the fate of the student, tracking him to an educational experience of low level stimuli and confined to menial career skills.

Marengo H.S.

1. Initial testing is begun in the eighth grade with the administering of the Differential Aptitude Test covering spatial, clerical, mechanical, and verbal abilities. Following scoring, composite sheets with scores and teacher recommendations from science, math, and English areas are drawn up. The teachers submit recommendations before filing grades.
2. The eighth grade teachers, counselors, and social workers appraise individual students.
3. A letter is sent out to potential special needs students for personal interviews with social workers.
4. A work sheet is prepared for each student. With parental permission, students with I.Q.'s under 85 are given a full psychological test.
5. Staff is made up of guidance counselors, social workers, and psychologists.
6. Staff confers and examines their identification instruments and makes student placement into the appropriate program.

Elmhurst

Identification of disadvantaged students is the responsibility of the guidance staff, classroom teachers, and school nurse. Criteria are utilized directly from state criteria. Identified students are coded as to their disadvantaging characteristic, by graduating year and course subjects and sections. The print out sheet shows the above information. Their system is computerized, but could also be done with a rod filing system.

Thornton H.S.

Disadvantaged students are identified by means of IQ and test scores. Other criteria used include difficulty in spoken and written communications, financial or economic problems preventing regular attendance, and disciplinary problems.

Upon identification, 80% of these identified are placed in the Occupational Training program, which is further explained in the section on Course Modification in Chapter IV. To admit as many students as possible, a minimum of requirements and regulations are involved.

Identification Overview and Conclusions

Teachers as well as counselors must be involved in establishing and applying variables and techniques. Likewise, teachers, department chairmen, and possibly other administrators ought to be informed of which students have problems, whenever it is possible that they can help.

Identification must often involve third parties such as parents, previous teachers, and community agency professionals. Programmatic matters will often be better received if third parties are involved as identification and prescription are accomplished.

In the past few years standardized tests have been subject to considerable criticism because they are not reliable with special groups. Proponents of standardized tests defend the tests and claim that the persons interpreting the tests need to be more skilled, use more sophisticated interpretation models, etc. Despite this, the project staff found little evidence that users were trying to validate the instruments they were using. One notable exception was the Adult Division of the Department of Corrections which had a funded research project for this purpose.

CHAPTER III

ADMINISTRATION AND ORGANIZATION

by
Ronald W. Stadt

Policies and Objectives

A great many school and college districts and special agencies have drafted and approved very fine policies regarding services to disadvantaged youth and adults. Certainly, there is no simple correlation between the commitment of governing boards and top levels of administration on the one hand and educational and related services on the other hand. Furthermore, some districts continue to appear relatively unaware of the needs of disadvantaged peoples. The rewarding fact is that many districts have incorporated comprehensive and meaningful statements, regarding services to disadvantaged, into One and Five Year Plans for Occupational Education. Indeed, requirements concerning one and five year planning have in many instances been the catalyst for design and operational stages of program decision making. Excerpts from such policy statements are found in Appendix E.

It should be said of many districts that they have accomplished much without written policies and objectives concerning the disadvantaged. For example, much is being done to serve people with learning disabilities without special goal statements and fanfare. Whether policies and goals are written or implied is often of little consequence to day-to-day curricular affairs. Good intentions usually have good effects, regardless of the permanence of the material on which they are inscribed.

Organizational Structure

In addition to districts which adhere to well intentioned policies and goals (written or tacit) there are districts which employ professionals and programs to serve disadvantaged students in more-or-less alternate organizational (and sometimes physical) structures, regardless of the thinking of key academic and/or administrative officers and

governing boards. That is, some programs for disadvantaged exist and thrive unbeknownst to or, in rarer instances, in spite of, the wishes of the agency leadership. Fortunately, such situations are on the decline. Contrasting attitudes of leadership in such agencies and those which aggressively seek to serve disadvantaged were illustrated by responses to the question, "What do you do for senior girls who become pregnant?" (Wedlock was not mentioned) One administrator responded, "Surprisingly, we have very little of that." An administrator in the neighboring district responded, "We are providing home bound services to twelve who are living in a home. Many attend classes regularly for a time. Some do homebound study combined with after hours work in a science and/or vocational laboratories. Mothers-to-be decide these things together with counselors, and parents. We want them all to graduate." Some districts ignore problems of people with various disadvantages just as many districts used to do little for pregnant girls. But, there is increasingly, genuine concern to provide learning ancillary services for all manner of youth. In some settings concern is as high for adults. Policies which are in keeping with the DVTE's concerns for services to disadvantaged have often been developed during earlier growth of special education services and through relationships with the Division of Vocational Rehabilitation.

Fundamentally, local education agencies which are successfully serving disadvantaged peoples have become totally or at least in no small part, committed to older institutional goals such as academic excellence and admission to further academic education. Too often academic concerns prohibit focusing upon real needs of individuals. The conflict is somewhat different in correctional institutions.

In correctional institutions, custody and rehabilitation are often allowed to conflict. Indeed they are often inherently conflicting. Those institutions in which the senior correctional officer is given or assumes single manager responsibility apparently have more dynamic rehabilitation programs. There are many aspects of vocational training that fill physiological and psychological needs and are therefore, appropriate reinforcers. A single manager can use these tools to foster a program of resident self-control, which may generate security risks, but in the long run should alleviate security problems. This type of behavior management draws from the reality of free social living and thus results in more effective rehabilitation. The

Illinois Industrial School for Boys at Sheridan was a good example of the effectiveness of this type of management. Sheridan has since been transferred to the Adult Division and it will be interesting to see if the program can be carried over.

Student Needs

Learning and related opportunities are meaningful for disadvantaged (and other) students only if student needs, community needs, and institution needs are served in that order. Some local educational agencies have utilized special alternate organizational structures within the larger structure to facilitate services to the educationally disadvantaged. For example, Lisle has a K-12 program for educationally/ socially disadvantaged, level-by-level (see chapter IV). Special learning experiences are provided in several subjects by special personnel who have an affinity for the special K-12 program rather than for their counterparts in content-oriented departments. Quincy has a much larger program (and is a much larger district). What might otherwise be labeled "solid subjects" are taught by specially selected and recruited personnel who put student needs and development levels ahead of all else and employment opportunities ahead of "standardized" achievement levels. Orientation is to wholesome, adult behavior as contrasted to accepting only performance appropriate to college bound courses.

Another pattern often accompanies learning laboratories. In many situations, self-instruction centers serve people with learning disabilities. Developmental skills and required courses are accomplished by many disadvantaged students in secondary school and community college learning laboratories. In some instances, teachers in such laboratories are appointed in traditional departments. Under this arrangement, opposing commitments, i.e. to students as contrasted to predefined subject matter, sometimes make for severe difficulties. In other instances, staff are appointed in a special unit, the cooperative unit, or the central administration.

Joliet Junior College

Joliet Junior College has a unique physical facility which allows benefits from the services it offers to its top scholars: the learning laboratory has wall-to-wall windows.

This visibility allows the school community to observe that the learning lab is not a program for "dummies", but has prestige offerings as well. Thus, students needing remedial work can go there without being or feeling stigmatized.

Some secondary schools, serve educationally disadvantaged via homogeneous groupings in subjects which are required for graduation and/or in special vocational education programs. (See Chapter IV). Such situations almost invariably entail high commitment on the part of the governing board and several levels of administration. Conversely, they often entail little or no commitment on the part of "regular" academic teachers and "regular" vocational teachers. Put another way, some local agencies have special sections of required subjects for disadvantaged, primarily because regular teachers and curricula are not compatible with their needs. Furthermore, many vocational programs are not more adapted to disadvantaged than are the academic offerings in the same agencies.

Naturally, these matters vary a great deal from agency to agency. It is largely a matter of personal attitude and only secondarily a matter of curriculum, equipment, and facilities. It is shocking to note that many vocational educators are as "tied" to standardized course content as are their academic counterparts. Seldom are teachers in programs in the five occupational areas committed to modify experiences for the disadvantaged. In some agencies, business education is adaptable. Many home economics teachers provide adaptable Home Economics Related Occupations (HERO) programs. The better of these programs utilize advisory committees, local evaluations, and cooperative work experiences to aid and develop the HERO programs; programs are thus more self-regulating, and responsive to local employment milieus. Many industrial oriented teachers seem unwilling to serve the employment needs of potential school leavers. Thus, many schools have developed alternate in-school and cooperative education experiences--outside the "regular" vocational education structure. Generally, student services personnel are more committed to modify services in keeping with students needs than are instructional personnel.

Admission Policies

The commitment to student needs as opposed to commitment to institution resources issue is often amplified in programs with rigorous entrance requirements. Several agencies submitted that because limited spaces were available, personnel

had to assure that these would be occupied by students most likely to succeed. Obviously, students should not be denied access to vocational programs because they are already successful, but some students who have done poorly in traditional academic situations will be motivated by and successful in occupational programs. The accuracy of predictive instruments is usually not sufficient to justify excluding highly motivated but perhaps non-verbal applicants. Nor do many predictors account for cultural differences.

Danville H.S. - Kennedy King College

Some institutions, e.g. Kennedy-King, and some professionals, e.g. the refrigeration teacher at Danville Community Consolidated High School, submit that anyone can develop an employability standard in any of the occupations, given time and motivation. Certainly, there is need for qualification, but qualification in the formal sense should not be the sole determinant.

Community Needs and Resources

Quality occupational education serves community needs and is dependent upon utilization of community resources. In many instances, in greater measure than "regular" occupational programs, programs for disadvantaged make good use of these principles. (Because they are relatively new and have been designed with the help of employer representatives many community college programs are coupled to community demand and resources.) Such is not the case for many secondary school programs in the last several decades, these tended to be content-oriented. Occupational programs for the disadvantaged, especially those which are done in conjunction with special education and/or Division of Vocational Rehabilitation agencies, often entail cooperative work experience in school, on special work sites (such as a gas station or store in Quincy) managed by agency personnel, or in the community.

Resource Utilization

Ullin H.S.

An example of effective resource utilization is Ullin-Century High School. It is located in Pulaski County, the most

economically depressed per capita area in all of Illinois and currently first in five areas of public aid. Area resources are very limited and the school's size is a very limiting factor as well. But, staff skills and specialities in other than regular academic areas were used to facilitate a widely diversified cluster of one week mini-courses. These provided both vocational exploration and recreational opportunities.

In an area with extremely low employment diversity and extremely high unemployment, the opportunities to learn about the world of work and to gain a basis for making career decisions are exceptionally limited, making such mini-courses of unusual value to the students who are, by these same conditions, disadvantaged.

Another group of programs resulted from joint agreements between Century, Egyptian, and Meridian Unit districts, for the purpose of instruction in construction trades, maintenance trades, electronics, and auto mechanics. These programs are housed in an unused school building in Tamms. The building has been appropriately renovated and remodeled by construction trade classes. Several otherwise economically impossible learning experiences have been made possible by doing live work in the service area. Program graduates are able to move directly into union apprenticeship programs, and only recently a contract has been negotiated to utilize school facilities for union training programs.

Plans are underway for establishing a school operated greenhouse, to satisfy instructional needs and develop local economic expansion. The program is designed to be self-supporting and surplus income will supplement other programs.

Joliet Junior College

In Joliet, educational and social agencies cooperate extensively in a variety of ways. There is considerable inter-agency communication regarding referrals and requests for information about people, programs jobs, etc. For example, each October the Joliet Junior College, Department of Counseling and Guidance prepares a Dictionary of Staff and Personnel in Career Oriented Education, which is very useful in making job and counseling referrals and getting information and assistance needed by disadvantaged students.

It should be stressed that advisory committees can benefit programs for disadvantaged in the same ways as they can benefit

any program. As indicated in other chapters, benefits may be gained in programming, placement, evaluation, staffing, resources, and other areas as a result of well conducted committee activities. Mattoon and many other communities demonstrate this.

Special Agreements

Special and contractual agreements between schools and other agencies aid services to disadvantaged. Again it should be emphasized that special education districts make possible much better occupational programs for disadvantaged than would otherwise be provided. The line between educationally disadvantaged and educable mentally handicapped (EMH) is vague and the tools available for making such distinctions are error prone.¹ A stimulating and encouraging environment and individualized instruction benefit both groups (provided that the relationship does not attack self-concepts) and a number of school districts have combined them as an economy of effort and resources.

Lyons H.S., Mattoon H.S., Marion H.S.

Lyons High School, Mattoon, Marion and their cooperating districts are examples of this. Sheltered workshops, cooperative programs, and special in-school programs and course modifications foster the career development of special education students (emphasis here on disadvantaged) in a great many districts. What kinds of special agreements, relationship with state agencies, such as DVR, and administrative organizations will best serve programs for disadvantaged students is certainly a local matter. The point is each agency must be encouraged to make the most of its situation, including the educational institutions and ancillary agencies such as mental health, rehabilitation, and placement organizations. It seems apparent that the people-oriented attitudes evidenced by special education personnel is an essential for all successful occupational educators.

¹ Cultural bias is frequently blamed but other contributing factors are also being identified. For example, some people simply do not do well in tests or are test-shy; also, youngsters who are stimulus-deprived in infancy may lag behind their contemporaries in childhood until their latent abilities catch up.

Shawnee Junior College

Contractual agreements for vocational education often benefit disadvantaged students if cooperating agencies are prepared and encouraged to serve people with special needs. The special agreements between community colleges and local agencies in the Department of Corrections have been especially successful. For example, Shawnee Community College has increased its staff and diversified its offerings by affiliating with other institutions. Its biggest "customer" is the Vienna Correctional Center where Shawnee conducts both academic and vocational programs. Because Shawnee lacks certain laboratory facilities the arrangement benefits the community since it makes shop facilities in the correctional center available to the free people from the community. The effect of this arrangement on offender/civilian attitudes was not researched, but it appeared that benefits probably accrue to the socialization of offenders and the re-education of free people concerning the work potential of ex-offenders. Having college faculty conduct programs in correctional institutions gives the programs prestige in the eyes of both the residents and institutional staff. This type of staffing for programs within correctional institutions provides the programs with more support skills in administration, planning, supervision, counseling, educational research, development and fund acquisitions (including grant writing).

Shawnee works cooperatively with local schools, especially with Century Community High School, to provide personnel to enrich the high school program offerings in ways for which secondary schools cannot be staffed.

Joliet Junior College - Pontiac Penitentiary

In another situation where special agreements have benefited both the junior college and the correctional system, Joliet Junior College has devised and implemented into their program, at Pontiac Penitentiary, the practice of listing all course work done by prison residents on the Joliet transcripts. Joliet Junior College is the only institution listed as being the site of the studies. This relatively simple procedure relieves the potential graduate of an "inmate-trained" stigma.

Positive gains in program desirability are obvious. During recruitment, it is emphasized that studies are for college level credits, rather than less meaningful institution program completion certificates.

CHAPTER IV

CURRICULUM STRATEGIES

by

Lawrence Weisman and
Berihun Marye

General

Without goals any activity is aimless. When goals are established, and the nature of the student population is known, an institution may develop operational decisions about curricular content, appropriate sequencing, instructional methods, and supporting services that will achieve the goals most effectively and efficiently; this is our concept of curriculum strategies. This discussion of curriculum strategies, takes into account the many different applications that various educators emphasize as valuable and leads to the primary concern of this project which is to identify those exemplary strategies existing in Illinois that are expected to meet the needs and interests of "disadvantaged students".

Strategy emerges from consideration of a series of inputs which represent the needs, expressed or implied, of the groups to whom the educational program will relate. The first goal should be to each individual to reach his/her economic potential and occupational aspiration and the second, to serve the needs of the community, social as well as economic. Maurice W. Roney, observing the ineffectiveness of technical-vocational education to prepare individuals for the world-of-work, states:

If the present imbalance is to be changed, the sheer weight of numbers to be accommodated will force re-examination of the existing structure of technical and vocational education. Such changes are inevitable. Radical changes may be necessary. Some of the pressure that will force these changes are the high cost of many of today's custom built programs, the need to accommodate students with little background for occupational education, the no-fail concept that, in effect will require institutions to design programs to fit the student

*instead, the reverse and the cross-disciplinary nature of many new emerging occupations.*¹

When a curriculum is planned, it should not be divided in units of time or be a slave to a textbook. Performance based modules provide attainable plateaus of achievement that, when sequenced logically, transport the student to acquisition of marketable skills.

*Textbooks, when used as primary basis for an instructional program, often become the ends rather than the means in the learning process. Frequently dull and uninspiring, they do not permit the flexibility and variety that make learning interesting, especially to the disadvantaged students. Action-oriented instructional materials with performance objectives will eventually replace the textbook-the sooner the better.*²

Such a traditional curriculum strategy does not allow students with varied backgrounds to be served. If an educational system is to be efficient, it should be able to accommodate students with a wide range of abilities and interests. The high dropout rate of many schools and colleges may evidence the shortcomings of their programs. If educationally disadvantaged students of various backgrounds and interests are compelled to fit rigid program requirements unsuited to their needs and learning styles, they may not have any alternative except to drop out, or not having the freedom to drop out, may opt for some form of asocial behavior. In order to provide the flexibility required to accommodate widely diverse interests and abilities, curriculum content first must be focused on the career aspects of the occupation and second, sequenced to meet the special needs of the target group being serviced. Finally, the curriculum strategy must include a delivery system optimal to the students served.

The primary aim of this chapter, therefore, is to present those curriculum strategies of the high schools, junior colleges, and state correctional agencies which were visited which exhibited characteristics identified with exemplary programs for the disadvantaged.

¹Maurice W. Roney, "Programming Occupational Education for the Future", School Shop, Vol. 31, (June, 1972), p. 24.

²Richard C. Foster, "The Search for Change", Educational Leadership, Vol. 25, (January, 1968), p. 240.

Curriculum Strategies

As indicated earlier in this report, many disadvantaged students have characteristics which prevent them from functioning well in the traditional educational setting; whether this is caused by differences in learning style or lack of motivation is a moot point. However, those who could learn by the method employed, but lack interest in the content, often become traumatized to the method or the environment through association with boredom. What emerges is that this group of learners is made up of individual personalities and no one learning situation will be best for all of them. It is apparent that of all the strategies available, the traditional one is probably least likely to succeed. From this rationale it is possible to deduce characteristics of productive programs; they include alternative learning processes to provide some area of apparent departure from the traditional curriculum.

The concept of fixed time academic units, is a characteristic of traditional programs: the brighter students get bored, the dull students become frustrated. Individuals vary in their rate of acquisition of skills and information, depending upon the dynamic individual patterns of interests, behaviors, and experiences. Hence there is a third characteristic in the program: to provide variable pacing appropriate to the individual student.

Since this report deals with disadvantaged, rather than handicapped, it can be assumed that the students, with whom we are concerned, have a reasonable degree of ability and that they can learn if adequately motivated. Keeping in mind that this group of students is primarily made up of adolescents and young adults they have, at this time of life, a major concern in deciding on a career and acquiring the necessary skills.¹ This being the case, it can be assumed that they probably will be highly motivated for occupational training and any learning clearly related to that task. The conclusion is that for an optimal situation, the components of the total curriculum ought to revolve around the basic occupation, perhaps in a "core" arrangement but certainly developed in a systems fashion based on an analysis of the occupation. In remedial math, materials ought to be available for an array of occupations rather than to simply use a general practical math text.

¹Robert J. Havighurst, Developmental Tasks and Education (New York, David McKay Company, Inc., 1972), p. 62.

Finally, the earlier chapter on characteristics of disadvantaged pointed out that many of this group, particularly economically disadvantaged people, are pressed by immediate needs and tend to lack motivation for long range planning. The implication for educators is that the course material should be sequenced with practical material first, and theoretical later. Several benefits derive from this; first, students can see the applications of theory better when they have had the practical matter previously. Second, the students acquire marketable skills early against the possibility that they may have to drop out. Third, success attained in "hands-on" phases may give the student more confidence in the academic phases.

Delivery System

To simplify the research and reporting, the project staff developed a taxonomy of major delivery systems. We recognized that there are many variations possible and it may appear that we have omitted some important ones, however we hope that the ones utilized have sufficient breadth to include all the significant points. They are:

- Tracking
- Individualized Instruction
- Course Modification
- Remedial Classes
- Learning Laboratory
- Tutoring
- Instructional Materials
- Cooperative Education
- Vocational Oriented Student Activities

The frequencies with which activities in these sub-categories, were found in the different regions, are shown on Appendix C.

The reader will note that the column in the appendix entitled "Learning Laboratory" was left blank. This does not mean that no school or institution in the state of Illinois has such an activity; it was not indicated by any of the schools or institutions because it was not included in the questionnaire as a separate strategy. After the visits, it was decided that its importance warranted special note by separating it from other methods of individualizing instruction.

Exemplary Strategies

Course Modifications

Thornton H.S.

This school is trying to provide students with opportunities in various areas through its Occupational Training program (OT). This is set up for disadvantaged students and consists of a series of mini-courses where students rotate in different occupational areas. Occupational areas for boys include auto mechanics, woodworking, printing, ceramics, arts and crafts, and food service. Areas for girls also include arts and crafts, ceramics, food service, sewing, printing merchandising, and teen-togs. The real purpose of the workshops is not only for the development of occupational skills, but also for the development of good work attitudes.

One important aspect of this program is that the community becomes actively involved and participates in the activities of the school. For example, the workshop takes in ripped clothes from the community and mends them for a nominal fee. Also the school sells student products - candles, vases, and other arts and crafts articles to the members of the community for a very reasonable price. This arrangement helps the school to defray the costs of running the program and to pay the students proportionately from the sale of their products. Most significantly, when the students realize that they can produce things that are saleable and useful, they gain a great sense of pride and accomplishment. As will be further detailed under the subtopic of "Tracking", these students are also helped in areas such as math, science, and reading.

While further research on success factors in this program is needed, it has apparent values to disadvantaged students.

DeKalb H.S.

The Vocational Instructional Program (V.I.P.) of DeKalb Senior High School is a life experience curriculum, designed for those students who have potential but are not succeeding in regular programs and therefore may become potential dropouts. This program is intended to help students develop good work attitudes and basic skills. There is an initial attempt to discover each individual's needs through a comprehensive testing program followed with relevant counseling,

guidance and useful program planning. The curriculum includes vocational training through cooperative work and the school shops as well as mathematics, science, English, humanities, and social studies. Students in grades 9-12 are admitted to the program upon recommendation and according to need. Once they are admitted, special tutoring or assistance is available. The teacher-student ratio is relatively good (1:15), so that individuals may receive closer attention and supervision. In addition, there is good cooperation between the school and the Faculty of Education of Northern Illinois University. Students who sign for elective courses such as "Human Growth and Development" at NIU spend a couple hours daily tutoring and teaching students in this program.

Whenever possible, VIP students are integrated into the regular classes and the entire student population. The majority of juniors and seniors gain their vocational experience and human relations through Cooperative Work Programs while the rest take their vocational training with the regular classes of the school. A Work Experience Career Exploration Program (WECEP) is also available for 14 and 15 year olds, who are identified as potential high school dropouts.

Marengo H.S.

Marengo provides an intern program for special needs students. In the ninth grade, students receive instruction in graphic arts, wiring, sheet metals, and small gas engines. Basically, students take a course in Vocational Occupation I, which provides vocational orientation and development of work skills. For the development of manual skills, tenth grade students are employed in a variety of in-school training situations- cafeteria, school store, laundry, child care, office, bus garage, print shop, and custodial. They also receive instruction in good work habits, job responsibilities, etc. After tenth grade, students are placed in CWT and related occupation classes.

Quincy H.S.

The Quincy High School system recognizes the real problem of dropouts and has a special program for them called Curriculum Demonstration Program (CDP). Every student is screened when he/she reaches the sixth grade and those identified as "dropout prone" are selected for the CDP. This program is available to

students when they reach seventh grade and they can continue on through graduation from high school. Students in grades 9-12 are scheduled into communications skills and social living blocks consisting of two hours. Students in ninth grade are offered general mathematics, and home economics or industrial arts. In the tenth grade, mathematics takes the place of science, and work experience is placed into the schedule on a broader basis.

The school operates a service station for students who need a more practical approach to the education process. The students work at the service station before, during or after school, depending on their convenience. The benefits that students receive from this experience help them regain confidence in themselves, by learning to make change, meet people, and do something constructive with their hands. In addition to the service station, the work experience phase of the program includes the school store, custodial and maintenance work, and the Vocational Improvement Program (VIP). The custodial and maintenance work program involves the placing of students with custodians in the junior and senior high schools where they perform the various tasks that are necessary. The VIP is designed primarily for senior high students who are provided with pre-vocational training to develop skills in crafts, arts and retail selling. For example, products made by students include key rings, party favors, costume jewelry, billfolds, purses, papier mâché objects, ceramics, goose and duck decoys, etc.

Each student is transported to VIP headquarters and spends two hours a day working there. The students receive a "token wage" plus credit for experience, and both the VIP and the service station continue operating through the summer. The main purpose of the "sheltered program" is to better prepare the students for work in the community. The remainder of their school schedule is devoted to academic classes. Complete data were not readily available to document the level of success of this program, however, observations of this project staff coincided with the testimonials of the school staff that there was substantial value in the program.

Tracking

Tracking, especially in math and science appears to be a minimal way to meet the needs of the disadvantaged students. Fundamentally, it is an economical strategy to provide for differences in ability or motivation, provided the student body is large enough to support the tracks. Since there is

a tendency for students in low ability groups to be stigmatized by the group, the strategy needs to include plans to avoid stigmatization. Since this kind of notoriety is difficult to avoid, particularly amongst the faculty, the real question is; can the gains made by the special curriculum exceed the setbacks from stigmatization and resulting diminishing of self concepts, diminishing of challenge, and negative halo effects? Research was not available on the following programs and they are included to provide some concept of the range of applications.

Thornton H.S. - Mattoon H.S.

Thornton High School has three heterogeneous tracks: very poor achievers, poor achievers, and average achievers. All three tracks apply to math, science, and English classes. But the accelerated groups are not included in these tracks. Similarly Mattoon has three math tracks, four English tracks, and two science tracks in which the accelerated groups are included. In these two schools, the courses in each track are offered for those who want to make further progress, for more than a semester on a sequential basis.

Bushnell H.S.

In Bushnell High School, all the disadvantaged (low ability) students, are placed in one group and offered special math, science and English. These courses are offered for only one semester in order to fulfill the graduation requirements. If any of these students become interested and want to continue in one or more of these courses, they may have to join the regular classes, which are the highest level tracks in the school

Individualized Instruction

The advantages for learners in an individualized instruction situation are that their progress can be observed, managed and paced closely and help can be given when needed, thus making success more likely. In the best sense, there are no failures, the difference is only in the rate of acquisition. It is this concept that Benjamin Bloom addresses in his Mastery Learning theory. Individualized instruction can

benefit students who have missed schools, or are lower in ability and cannot keep pace with the total group or need review, students who want to work on special projects, and accelerated students.

There are several ways in which individualized instruction has been used in the different schools. It can refer to allowing for adjustment of instruction to the students' pace of learning, style of learning and selection of the learning content. For example, innovators such as John Holt, George Leonard, Neil Postman, . . . etc. speak of the importance of the learner's selecting the content of what he is to learn, with the limitations on range of freedom of selection varying from virtually no range in early elementary school to almost total independence in higher-level college courses.¹ An individualized instructional method helps overcome what Davis and Hallway describe as the shortcomings of the traditional education: "it yields high attrition at every level, gives value to high dependency on authority, devalues self-initiating ability, and discourages genuinely pleasurable learning and thus motivation to learn more".²

Both academic and vocational teachers should be commended for the individual attention they give their students. This is particularly true in laboratory, clinical, work experience activities, mathematics, science, and English.

Cahokia H.S.

For example, a significant attempt that represents this philosophy exists in Cahokia High School, particularly in the Air-Conditioning and Refrigeration Shop. The teacher of this shop holds that he can teach any student at least some marketable skills if he is motivated to learn. He lets them move at their own pace, at the same time giving them the necessary assistance and supervision; guiding them from the simplest tasks on through the complex ones. This requires great patience and systematic human interaction. In this way, he helps both the accelerated group and the disadvantaged students achieve the objectives desired. In

¹Bertran F. Wallace, "Modular Design Another Method of Curriculum Development", American Vocational Journal, Vol. 49, (May, 1972), pp. 42-44.

²Lewis D. Hallway, "The Learner Centered Approach to Instruction", American Vocational Journal, Vol. 48, (January, 1972), pp. 33-34.

general, he structures the activities in an attempt to accommodate the particular style of learning of each member of his class.

Parkland College

Another good example also exists at Parkland Junior College, where students are helped in mathematics and reading in a specially designed learning laboratory. Here the responsibility for learning is placed on each student. He or she signs a contract to complete a certain amount of work for grade credit. Students can come into the class anytime of the day for their work. In the lab, as much individualized instruction as needed is given by the staff. Each student's program is considered a course of one. At the same time, each student attends a conference with a staff member at least once every two weeks.

Mattoon H.S.

Almost the same type of individualized instruction is given at Mattoon, especially in remedial English. In this section, the number of students in a class at a time is very few. This makes it possible for the teachers to spend as much time as needed with the students. At the same time, there are three additional, specially trained persons, who help the student attain self-confidence and accomplishment through a one-to-one interaction whenever necessary. This program will be explained in detail under "Remedial Classes and Learning Laboratory".

DeKalb H.S.

The Vocational Information Program provided at DeKalb High School is also another example for individualized instruction. This program was previously described under "Course Modification" but attains this additional dimension by the use of small classes (1:15 teacher-student ratio) providing the opportunity for the teachers to spend much time with the students who need more instruction and counseling. The language laboratory is designed in such a way that the student can make use of his own suggestions of how to handle his lesson, or to be assigned by the teachers. The laboratory has enough facilities to accommodate each student to learn individually.

Joliet H.S.

Joliet High School has developed a Behavioral Disorders Class for students having problems of social adjustment in the normal classroom setting. The class is taught by special education personnel, and is conducted in an informal atmosphere with recorded background music in a non-traditional classroom setting. The students are assigned to the special class for a period of a few days to several months depending on the individual student's progress and treatment needs. In the special class, the students complete their regular classroom assignments, but at their own rate. The student earns points according to the amount of work completed in the classroom and for demonstrating positive behavior. The points earned by the students are used to "purchase" rewards and thereby provide external reinforcements to supplement and promote the intrinsic reinforcement of services. Although there is the danger of stigmatization of the students assigned to this class, the student's maladjusted behaviors in the regular classroom leading to their placement in the special class, have probably stigmatized the students prior to their placement in the special class.

Tutoring

Students in the junior and senior high schools are expected to read, comprehend and analyze subject matter. They are also expected to understand mathematics, and scientific concepts, and instructions that are given in vocational areas. Curricula are usually built upon these premises, yet, many students, especially disadvantaged youngsters, have not acquired the skills necessary to cope successfully with the materials they are expected to know. The complexity of such situations, therefore requires experimentation with teaching techniques and organizational plans that will help teachers direct their programs more effectively. As a solution for such and related problems, Klosterman suggests the following three principles: "Diagnosis of reading abilities, individualized instruction, and teaching techniques and materials suited to the individual student."¹

"To initiate programs based on these three principles", Klosterman states, "is difficult; but the use of non-certified personnel to assist the teacher has been spreading in different parts of

¹Rita Klosterman, "The Effectiveness of a Diagnostically Structured Reading Program", The Reading Teacher, Vol. 24, (November, 1970), p. 159.

the country. High school students, college students, and other interested persons are attempting to improve students' abilities in reading and math through tutoring programs".²

Students, in such a way, can benefit from diagnostic and structured tutoring programs. Tutors may be more advanced students, or teachers, but diagnosis and prescription should be the responsibility of professionals. Tutoring can also be effective if supported by audio-visual aids. It is not only the students being tutored that can benefit, but also the tutors themselves. The contact between these two groups can be influential in changing their attitudes towards one another. These programs may be planned as financial aids to financially disadvantaged students, if they serve as tutors to the educationally disadvantaged.

Elmhurst

A relatively significant example for this exists in Elmhurst. In this institution, they use the DVTE disadvantaged funds to pay economically disadvantaged tutors. The school administers this program by utilizing their own internal techniques such as keeping records of the activities and funds spent. This mainly includes:

1. Records of the DVTE Funds used for this program.
2. Application from the records gives information on specific tutoring activities:
 - a. Tutor
 - b. Plan of tutoring
 - c. What deficiencies have to be overcome.
3. Evaluation of tutors by the teachers, and by the students being tutored.
4. Evaluation of students being tutored by the student tutors.
5. Schedule of tutoring sessions.

²Ibid

Kennedy-King College

Kennedy-King Junior College provides an extensive tutoring program. Tutoring is available in supportive academic subjects in the Resource-Skills Center, where second year students and former students (now in four-year colleges) are engaged as tutors. The main goal is to build skills in acquiring information, rather than to assimilate the materials at hand. Continual student participation is a strong indicator of success in this institution.

As many institutions do, one high school utilizes tutors from a neighboring senior institution. However, they report poor success because "tutors" don't cooperate. By comparison with the success achieved at the Kennedy-King College and others, this program should be reexamined to see if the style of delivery, goals of the system or the type of tutors are defeating the program.

Shawnee Community College - DeKalb H.S.

In Shawnee Community College classes are kept small and considerable teacher tutoring is possible. Such similar teacher and student tutoring is also available at DeKalb High School as it is explained under "Individualized Instruction".

Thornton H.S.

In Thornton High School, students from the senior classes and other neighboring high schools come in the afternoon and help students in reading and math.

Mt.Vernon H.S.

In Mt. Vernon, they have implemented a special tutoring program for homebound students. They make use of a home-school telephone system. This is a device attached to the student's home telephone, and allows the homebound student to speak and listen to the class. Most important, this method is augmented by home visitation by special teachers.

Centralia H.S.

Centralia uses team teaching, especially in the Freshman English class. The key to success in this team teaching is the utilization of combined teacher skills, and flexibility. The total program includes team teaching, junior and senior student tutors, and a variety of materials and methods to help individual students to make progress at their own pace. Each week the student spends one day in a large group session, and four days in smaller class sessions. The former encourages them to gain experience through human interaction while the latter helps them receive individual instruction from teachers and tutoring services. Results have been shown in higher test scores and better attitude improvement, however, the method seems to require more time than the normal program.

Instructional Materials

The utilization of instructional materials minimizes the dependence of students on the teacher. At the same time, it changes the role of the traditional teacher. His/her function as a presenter of information becomes lessened considerably to give greater emphasis to instructional planning, "troubleshooting", and enrichment for individual students; in short, a learning manager and resource person.

Cahokia H.S.

Even though the traditional method of handling and presenting instructional materials remains dominant, several agencies are trying to modify and improve the use of instructional materials. It should be emphasized at this point that they need supportive research and modification to attain purposeful development and utilization. For example, Cahokia High School uses different instructional materials in remedial reading classes, and a new course, vocational math, is specially geared to helping the disadvantaged learners. The materials are developed in the form of packages by occupation and are at least aligned with the skills needed in various technical areas stressing relevant skill problems or practical problems. Considerable refinement is needed; not all the material is original; much more can be done to use skill building through solving applied problems. They should be

organized into readily identifiable modules so that they may be used ad hoc as the student experiences difficulties in shop.

Kennedy-King College

Good results are being attained in automotive specialties in Kennedy-King College. Studies are completely programmed with locally developed modules and supplemented with the Xerox-Learning System.

In air conditioning shop they are using sound-slide materials from DeVry Institute of Technology, Chicago. Similarly, the sound-slide material is extensively used at both Whiteside and Maple Park Area Vocational Centers. This material provides a quick and easy method for students to review previous learned processes or tasks.

Vienna Correctional Center

In Vienna Correctional Center, the instructors switched to technical math texts by Del Mar Publishing Company. They stated that "When they were using general books, interest and attention span of students was terrible; now that we are using technical related math texts; student interest is good, comparable to public school".

Cooperative Education

Cooperative education programs are generally designed to provide job training for high school students during their junior and senior years. As it is used in the majority of schools visited, the students alternate between school and training stations on a half-day basis. Students in school receive general and directly related occupational information. Their places of employment in the different training stations serve as laboratories where the students learn to develop skills, good work attitudes, and knowledge.

Even though the methods and techniques that are used by different schools may differ from one to another, the basic criteria to accept students in cooperative education programs are generally the same. Students should be interested and parents should agree with the student's choice. Then those

students who apply for this program are evaluated by their teachers and counselors, interviewed by their coordinators and by the cooperating employers. Finally agreement is signed by the student and his parents or guardians, coordinators and employer, depending on the type of contract and community.

To accelerate success, to make improvements or to identify program weaknesses, the student is supervised and evaluated by his employer. The employer, the general work environment and the student also are supervised and evaluated by the coordinator. The student concurrently evaluates the related information given in the class, the instruction and training given at the training station, and total program as a whole.

Certain characteristics of community oriented (cooperative) programs coincide with characteristic needs of disadvantaged students. Such program characteristics are:

Linkages between school and community.

Similarities of school monitored experiences and expectations of employers.

Program agreements made in various combinations between the student, parents, counselor, teacher/coordinator and employer.

Career pattern development.

Immediate gratification: financial, but also psychological in terms of accomplishment on the job.

Bloomington AVC

Bloomington Area Vocational Center has a special Cooperative Work Training Program. This program is utilizing a team of three-teacher coordinators. Each has his own students so that they can stay on a one-to-one basis. Work related training is also on a one-to-one basis--so that one teacher may serve the needs of each student as needs develop. At the same time, they use varied reinforcers in a behavior modification program. A good example is that 65% of their students remain on the job in which they were working at the time of graduation or go to a related job.

Bloomington AVC is also developing a four-year CWT delivery system using modules for work related training. The four-year sequence is planned as follows:

- ____ Year I Vicarious World of Work Training
- ____ Year II On-site Observation
- ____ Year III-IV Supervised Work Experience with Related Classwork

Lyons H.S.

Lyons also can set an example. Seven cooperative education programs serve 400 students. Some of the factors which made the cooperative education programs at Lyons unique are ample work opportunities, enough coordinators, and three social workers.

Vocationally Oriented Student Activities

Vocationally oriented student activities should be considered as an important part of the overall program of any vocational school. Introducing student activities to the total curriculum is mainly dependent on school administrators; however, the initiative for implementing and maintaining them comes from the teachers. Student activities are important tools that aid the disadvantaged students to relate their future occupations to the larger world and to broaden their social contacts by providing common interests with students from diverse backgrounds. They have significant relations to life goals, self-ratings, and potentials for achievement.

It should not be the aim of education to enable students to attain only those objectives (goals) which are convenient and necessary to schedule, but it is also important to consider those activities which cannot be obtained through formal education. The special roles that can be played by youth organizations to give identity and prestige to students should not be overlooked. Other activities such as parent-son or -daughter banquets also provide a wholesome relationship of parents and community leaders with the school system that otherwise would not be possible and which contribute to the sense of identity and self-worth to disadvantaged students.

Kewanee H.S.

For example, in Kewanee High School vocational enrollees are provided with an opportunity to develop leadership and social skills through related youth organizations. These include Vocational Industrial Clubs of America (VICA), Industrial Arts Clubs of Illinois (IACI), Future Farmers of America (FFA), Future Homemakers of America (FHA), and Future Secretaries Associations (FSA).

Lisle H.S.

In Lisle also such clubs are rendering valuable services through student initiated field trips to businesses and industries, with club meetings and lectures by guest speakers. Some of the clubs are Future Business Leaders of America (FBLA), Future Homemakers of America (FHA), Vocational Industrial Clubs of America (VICA), etc. Other programs such as Employer-Parent Appreciation Banquet, which are usually planned and hosted by club members, serve as important bridges between the school and the community. Thornton High School also has similar student organizations.

Champaign H.S.

In Champaign the following student organizations serve the needs of vocational students, FFA, FHA, FBLA, FSA, DECA, OOC, VICA, IC, and Electronics Club.

Shawnee Community College

Shawnee Junior College encourages the establishment of Vocational Clubs and participation of students. However, to date most of the clubs at Shawnee are of a local interest nature - such as Nurses Club, Agriculture Club, and Shawnee Secretaries Association.

Supporting Instructional Services

Among the most pressing concerns in the education of the disadvantaged student are those learnings which fall in the general

area of language development, skill development, development of good attitudes toward work and society, attainment of knowledge that is necessary for employment and attaining skills and knowledge in mathematics and science. In discussing job placement problems with educators directly involved with placement, the above areas are regarded as being most crucial to obtaining and holding a job. The emphasis upon occupational training therefore, must be extended to the total instructional program. The failure of many creative strategies and programs is likely to be found in the failure of the planners to integrate the total program.

Various research studies show that disadvantaged students with restricted levels of competence are not necessarily retarded in all areas of skill or reading development. It is equally clear that specific diagnostic information must be obtained if appropriate instructional strategies and effective remedial prescriptions are to be developed for students classified as disadvantaged. Diagnostic teaching, which may involve either remedial classes or learning laboratories should be the main feature of any corrective program. For example, Lewin states that, "before planning a program that would be well-suited to the needs of an individual student, his abilities and achievements should be evaluated preferably by a teacher who has had special training and experience in diagnosing areas of strengths and deficits".¹

The teacher, therefore, should use every instructional situation to evaluate the student's strengths and weaknesses and also be aware of the student's previous achievements. In this way, the effective teacher will be able to formulate objectives and be prepared with alternate strategies for most developments. Most importantly, he should have his students' learning needs and attitudes in mind at all times. Consequently, students will tend to work more individually, and teachers do less "talking" to their students. Gradually the role of information disseminator may be replaced by the role of learning manager which includes the function of diagnosis.

When one tries to implement remedial classes or learning laboratories the main emphasis should be placed on the treatment; deciding what behavior to treat first, then assessing the social situation to find reinforcing stimuli appropriate to influencing that behavior. For example, according to Perry:

¹Evelyn Lewin, "Communication Between Classroom Teachers and Learning-Disability Teachers", Academic Therapy Quarterly, Vol. 6, (Spring, 1971), pp. 253-6.

*Behavior is controlled by its immediate consequences. If behavioral change is desired, manipulation of the environment is necessary. In order to create, maintain, strengthen, weaken, alter or eliminate a particular behavior, one must set up strong reinforcing consequences for the behavior that is desired. The most important consequence is positive reinforcement.*¹

There may be different techniques to attain positive reinforcement, but as Ulman and Krasner state, "Behavior modification boils down to procedures utilizing systematic environmental contingencies to alter a subject's response to stimuli. This may be accelerated best by using rewards or positive reinforcers."² For school environment, for example, the following hierarchy of rewards are suggested. They are:

1. Concrete reinforcer: money, surprise, toys, candy. Points and checks can add up to earning one of these.
2. Privileges: Helping a teacher or principal. Free time to do things of special interest (library, art, room, etc.). Extra recess or gym period. Time to visit younger or higher grades, etc.
3. Social reinforcers: Evidence of status such as rewards, etc. Praise and attention from teachers. Peer approval and recognition. Grades Acceptance (lack of rejection and criticism).
4. Learning tasks.
5. Intrinsic motivation for mastered and new solutions.³

It is our contention that the fourth level of reward, learning tasks is the one that may be used most effectively by vocational educators since the learning tasks involved (as we noted in the chapter introduction) coincide with one of the major developmental tasks, identifying and acquiring career employment skills. There are other facets of vocational training that make them rewarding: they are generally active in an environment (school) which generally suppresses physical activity and at a period in life when physical activity is particularly important

¹Portia E. Perry, "Behavior Modification and Social Learning Theory", Journal of Education, Vol. 153, (April, 1971), p. 24.

²L. Ulman and L. Krasner, Case Studies in Behavior Modification (New York: Holt, Rinehart, and Winston, 1965), p. 29.

³Perry, op.cit.

for physiological and psychological well being. There is material evidence of success in the form of completed projects. There is also satisfaction of curiosity, a compulsive need in children; sadly, too often stifled in adults.

Mattoon H.S.

The language laboratory at Mattoon High School can be cited as one of the good examples in such cases. The laboratory is equipped with many of the necessary facilities and staffed by specially assigned teachers and counselors. The number of students who come to the class, at a time, is limited. This makes it possible for the teachers and counselors to spend as much time as necessary with the students, and to provide them with the appropriate instructional materials. The counselors fulfill the need to diagnose student problems so that students can realize their learning potential, build self-esteem, and develop the necessary skills.

Many techniques are used to provide the students with positive reinforcements: free tickets to go to shows, free periods or a day to spend as they wish, and other token rewards. According to the teachers and counselors, social reinforcers and intrinsic motivation play very important roles in providing the students with positive reinforcements. The consequence of obtaining the desired behaviors is greater in these areas.

Mattoon High School has also made it possible and practical for certain types of students to achieve success by using oral instead of written examination. They have also found it useful to break down operations into simple tasks and implement much individual help in certain industrial oriented programs. Many educationally and socially disadvantaged students can be "turned-on" if they enjoy a series of successes. In this regard woodworking and printing were being done very well.

Ullin H.S.

Ullin-Century High School uses a reinforcement system for students of varying ability. The way they utilize this system helps all students; accelerated, the disadvantaged, and even the special education students. Students get A's and receive peer acceptance and motivation. For example, A is worth five

points for regular students, four points for Title I students, and three points for special education students. Students are not made aware of this system although there is undoubtedly some tacit understanding, so that the grades can have the fullest impact.

Giant City Forestry Camp

Giant City Forestry Camp uses a cumulative point system rather than a token system. The residents do not buy goods or privileges with points, rather they earn privileges and privileged status by accumulating points. After a certain number of points have been attained, points are no longer cumulated but the resident remains in a privileged status. The merit in this system is that it recognizes the conditioning effect of the manipulative therapy and shifts from the manipulative technique of awarding points to a situation which calls for internal control. A modified program of this type could be administered to socially maladjusted students in a public school environment.

Shawnee Community College

Shawnee Community College's program at the Vienna Correctional Center has oriented its programs to units of work rather than periods of time. This allows students to start at any time and finish when tasks are completed. Individual needs are met in terms of available time and rate of learning: students may come into the laboratory at times other than class periods to accelerate or review. Free non-resident students are enrolled as well as residents of the institution.

The teacher becomes a learning manager and resource person. This requires preparation of self-instructional modules. Leo Jones, drafting, also uses monthly contracts: this length may be too great for younger students or people with shattered self-concepts who need more immediate goal fulfillment. It is possible that self-reliance may be developed by starting with short periods and lengthening the periods as students gain confidence and self-direction. This program also encourages peer tutoring. Performance tests are provided for each level.

Menard Penitentiary

In Menard State Prison, remedial reading instructors have found that many students may be hung-up on letter and word recognition or sound translation and they have adopted a system to correct these deficiencies; they are finding it helpful although they state that certified teachers are needed for each grade level.

Lyons H.S.

Lyons gives disadvantaged students credit for work experience in the summer between the junior and senior years. Two teacher/coordinators manage this program.

The spread of cooperative jobs is very good at Lyons; landscaping, nurses aid, janitors, gas station, auto body, quality control, drafting, retail and sanitary district testing.

Harper College

Harper's Learning Laboratory has good programs in math, reading and communication's skills. These remedial classes may count towards credit for the associate degree as they come up to appropriate levels. The learning laboratory is student and process oriented. Units of instruction are modular, and allow for individual differences in learning rates.

In the reading courses, the emphasis is on skill building by means of a totally individualized contract system. Once the problem is defined, and the reading level is determined, a list of materials that is appropriate is made up allowing the student to choose from the library, career textbooks, etc. The student contracts using one of the following three structures:

1. Lecture and assignment (traditional)
2. Small discussion groups
3. Totally independent (programmed learning)

This gives flexibility to the program which takes into account individual needs for independence or dependence in learning environments. The laboratory is open from 9 a.m. to 9 p.m. The program totally stresses building self-confidence and responsibility.

Joliet Junior College

In Joliet Junior College, the vocational program for disadvantaged students is quite flexible and allows students to move into regular programs when possible or practical. An in-school vocational education program involving work experience is available for disadvantaged students on all three campuses. When students fulfill this requirement, they move into the out-of-school work experience program. Also a course in communications skills is offered and students earn three hours credit. The unique feature is that several sections are scheduled for students from various occupational areas.

CHAPTER V

INDUCTION SYSTEMS

by
Daniel O'Rourke

Introduction

The objectives of this section are two fold. First, to illustrate how the elements of recruitment, counseling and testing, admission and integration, and staff orientation can be interrelated into a unified system. Second, to provide information to administrators throughout the state about current methods being utilized by other institutions. It is hoped that from this report administrators and educators will gain new ideas in helping to design more effective methods in meeting the needs of the disadvantaged. It must be pointed out that techniques which are effective in one junior college or high school might not be effective in another. Institutions will have to design their own approach according to the needs of the student and the community.

Recruitment

Recruitment is the first step in the process of attracting individuals from target populations (i.e. disadvantaged) into vocational programs. This process or approach may assume many different forms depending on the type of institution and the institution's commitment to provide education for the disadvantaged. Students entering high school vocational education programs are limited by the range of programs offered by their attendance center. The recruitment process is often initiated at the junior high school level through tracking, testing, and counseling. Information regarding vocational programs is aimed at the students and/or parents through techniques such as Parent-Student Night or orientation programs.

Recruitment programs at the junior college are geared to the total population of the junior college district. It is a community based project of disseminating information, and soliciting participation of underemployed and unemployed citizens in vocational training programs. At whatever educational level and whatever the strategy utilized, two

basic ingredients were identified by the project staff for an effective recruitment program. First the channels of communication must be open within the educational institution, and between the institution and the community. Second, the message being communicated to the target group must be credible and from a credible source.

In many middle class communities social and civic clubs or organizations seem to function reasonably well in communicating information about educational programs and services. However this technique has not proven very effective in the inner city where community involvement in education is very low and where the educational system is viewed with suspicion and mistrust because of past denials and failures. Perhaps in this case, where the message is not being received, a more innovative individual approach, such as the use of indigenous workers, is needed as suggested by Gordon:

Where they have been well-trained and well supervised, indigenous leaders have made important contributions which cannot be made by anyone else. There are dimensions of expression, voice inflection, gesture, body language, which are instantly recognized as signs of class and ethnic origin. The indigenous leader can communicate instantly to the suspicious and distrustful client, avoiding noblesse oblige, in a way that many middle-class professionals cannot do when dealing directly with disaffected, hostile, anomic youths who see the middle-class. . . worker as part of the system which he is fighting. . . Indigenous personnel who "speak the client's language" can form an extremely effective bridge. . . they can make important contributions to the counseling team in contacting the clients to be served, in maintaining them through their. . . contacts, and may be particularly effective in follow-up work with the clients in their home, community and on the job. A client is more likely to be able to report continuing difficulties, after his counseling contacts, to an indigenous worker, than he is to the professional interviewer toward whom the ethic of mutual cooperation and courtesy requires that he affirm the success of the counseling and deny continued problems.¹

¹J.E. Gordon, "Project Cause, The Federal Anti-Poverty Program and Some Implications of Sub-Professional Training", American Psychologist (May, 1965), pp. 334-43.

Urbana H.S.

To be successful in the inner city it is obvious that the recruiter must be able to move freely in many places such as bars, pool halls, and street corners to be able to communicate effectively with individuals. During the course of our investigations at Urbana High School, we visited the Urbana Adult Center, where we interviewed a highly effective recruiter. Ms. Alvena Merbers was a full-time member of the staff, black, middle-aged and studying to pass the General Educational Development Test (GED). She was effective in communicating with and relating to individuals in the community because she was a member of the community and understood the people and their needs.

Utilizing paraprofessionals and community organizations as communication links, produces involvement and in many cases new relationships between the community and educational system. The community and the recruiters would benefit from the experience of helping others succeed. Educational institutions would also fulfill the philosophical goal of providing community education and a opportunity for everyone.

Findings

Many of the secondary schools and junior colleges visited had specially designed brochures explaining the benefits of different vocational programs. This was especially true of Cooperative Education. Parent-Student Night was a common practice where interested students about to enter a vocational area were given a vocational orientation and a tour of the different programs available.

Mid-Valley AVC - Whiteside AVC

At both Mid-Valley and Whiteside Area Vocational Centers an annual "Open House or "Orientation Day" was provided for students, parents, and local citizens. This provided an opportunity for those interested to meet the vocational teachers, discuss career possibilities, and vocational services available. Also, teachers and representatives of the centers participate in parents nights and other activities at the different feeder schools to describe various vocational programs. Students in the tenth grade who are interested in vocational education are given program information and a guided tour of the facilities.

Thornton H.S.

Social workers and vocational counselors at Thornton High School go to junior high schools in the district and provide students with information about the vocational programs available at the high school. Information such as admissions requirements and employment opportunities are also discussed. Junior high school students are given a guided tour of the Occupational Training workshops.

Normal H.S.

The Vocational Education Department at Normal High School invites guest speakers to the school during the lunch hours to talk about various vocations. Interested students have the opportunity after the presentation to ask questions and discuss different aspects of the occupation.

DeKalb H.S.

During pre-registration at DeKalb High School, a slide projector and a desk are set up in the hall for students to view slide presentations aimed at interesting the student in vocational programs, and the vocational director is available to talk with students.

Mattoon H.S. - Quincy H.S.

In the high schools at Mattoon and Quincy, recent dropouts are contacted in person. Through administrative procedures, counselors are notified when a student drops out. In time a counselor contacts the individual to offer services and to assure that one may return to school without prejudice.

Kishwaukee College

Kishwaukee College recruits area dropouts who are unemployed or underemployed. Students are placed in the enrichment program which follows a work-study model with preparation courses for the GED.

Parkland College

Parkland College actively recruits disadvantaged students within the district. Four work-study recruiters (two Black, one Puerto Rican, one Caucasian) are used in recruiting. The recruiters reach the target population through media such as radio and TV ads, poster campaigns, and personal contacts. The student Recruiters are graduates of Parkland's Developmental program, a special program for the disadvantaged. One added incentive for potential enrollees is that the college guarantees a waiver of tuition, fees, and books for the first year.

Kennedy-King College

A Mobile Counseling Unit is being planned for use in the near future in recruiting and advising potential students at Kennedy-King College. Extensive liaison work between community leaders and agencies will be provided. Because of the mobility the Unit will be able to visit high schools, street corners, or wherever potential dropouts may congregate.

Guidance and Testing

After an effective communication network for disseminating educational opportunities to all segments of a community is established, guidance must follow to help the recruitee in formulating his career goal. Just as an "Open Door" admission policy for recruitment is not sufficient, neither is it sufficient to give a newly recruited student a handbook of rules, regulations, and course offerings for career planning. What is called for is a well organized interrelated system of counseling, testing, and curriculum selection.

In the initial interview, the counselor's approach must be sincere and to the point in order to establish rapport as well as credibility. The purpose of the initial interview should be to help the disadvantaged student examine his interests, abilities, limitations and career objectives. In counseling, one of many tools available to the counselor is standardized testing. While there are many questions raised today concerning the use of standardized tests and their cultural validity, they provide at least a base for measuring change and could be validated locally. Counselors are not limited

to the use of standardized tests, but may utilize in-depth interviews and/or simulated work experience to determine the student's interest and abilities. The combination of information from tests, interviews, and input from other sources such as recommendations from teachers and social workers, must be analyzed and synthesized. This provides a total approach which allows the individual's interests, abilities, and career goal to be considered as a whole without a single aspect dominating. The end product of counseling should be to provide individuals with as objective information as possible about their strengths and weaknesses so that they may make a more informed vocational choice. With this in mind career objectives can be formulated and curricula selected to fulfill the training requirements of those objectives.

Findings

Throughout the state as Figure 3 indicates, there are many different types of tests being administered with the GATB, OVIS, and Kuder being the most widely used. The ACT was also required for admission in all of the Junior Colleges.

Figure 3

Standardized Tests Utilized by Type of Institution*

	H.S.	AVC	J.C.	Correctional		Totals
				Juv.	Adult	
OVIS	5					5
Kuder Preference	4			1		5
GATB	3	1		3	1	8
ASVAB	3	1				4
Hall Occup.	2					2
Work Value	2					2
DAT	2					2
Calif. Test Battery	2					2
ACT			6			6
Other Tests	5	1		1	1	8
Totals	28	3	6	5	2	44

Elmhurst

Addison Trail High School in the Elmhurst district is attempting to match test scores from the GATB and OVIS with the occupational traits in the Dictionary of Occupational Titles (DOT). It is noted here that the Department of Labor has correlated test scores from the GATB with worker traits in the DOT. Although the efforts at Addison Trail are still in the developmental stages, the objective of the model is to aid students in career planning and curriculum selection to fit the students abilities, interests, and experiences. Figure 3, the career planning model, is included to illustrate how the testing of interests and abilities may lead to occupational planning, job exploration, and ultimately to career planning.

Bloomington H.S.

Before students enter Bloomington High School they are given an introduction to the purpose of the Ohio Vocational Interest Survey (OVIS), through the use of films and transparencies. Through these media the purpose and use of testing is visualized. The test is administered and results are interpreted to the students in small group settings. Test results are also interpreted to parents during a special night meeting.

Although this has not been formally evaluated by the staff, the level of participation by the students and other measures of success indicate the probability that this is a useful procedure for this population.

Thornton H.S.

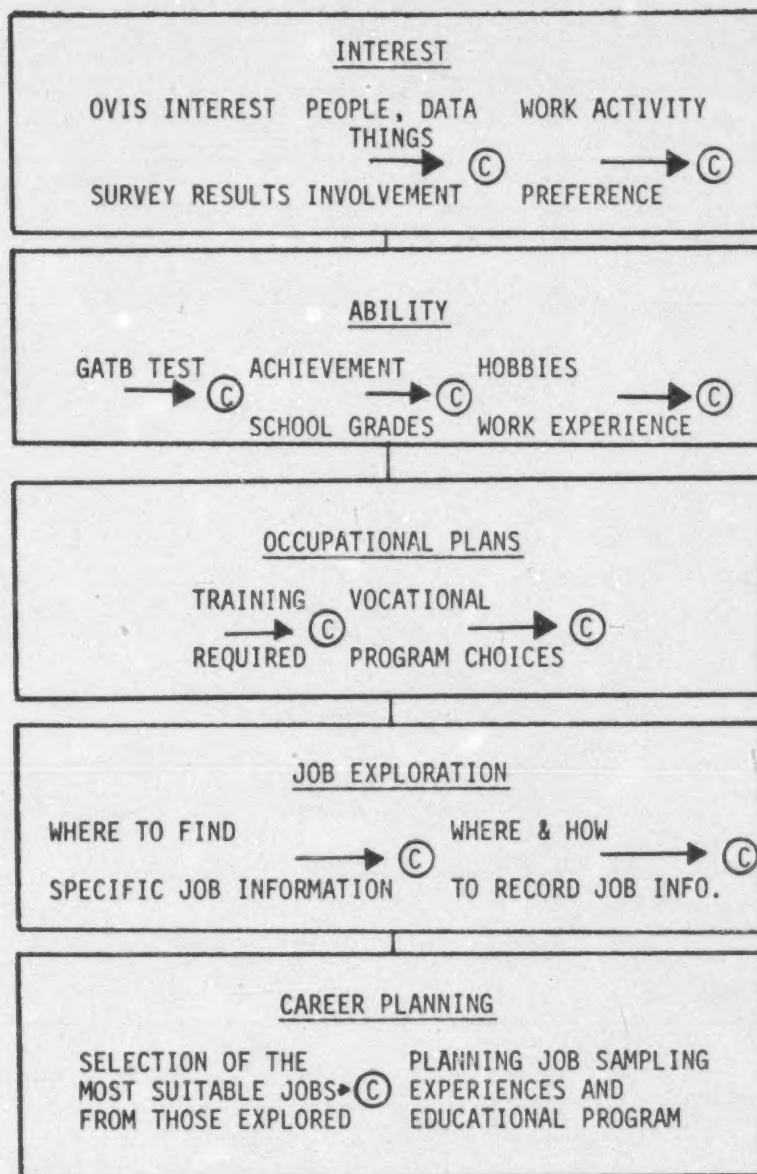
When students apply for admission into the Thornton High School's special Occupational Training (OT) program, the social worker and vocational counselors examine test scores and teacher recommendations. They also confer with the student about his main interests, abilities, and deficiencies. The parents are also consulted and their permission obtained before the student is permitted to enroll in this special program.

Marengo H.S.

Once the target individuals are identified at Marengo High School, the counselor explains the "special needs" program

Figure 4

Career Planning Flow Chart



*Flow chart obtained from Addison Trail High School, Villa Park, Illinois

Ⓒ Means COMBINE

to the student and his parents during the summer. While touring the facilities, the students and parents have an opportunity to discuss the pros and cons of the program. The final decision is then made by the student and the parent.

Cahokia H.S.

The vocational counselor at Cahokia High School pointed out that Caucasian youngsters identified as Educable Mentally Handicapped (EMH) through testing, are generally truly EMH, while many blacks, classified as functionally EMH, later exhibit greater potential. These black students reflect negative attitudes toward achievement in school.

Kennedy-King College

Kennedy-King College also feels that students tested in the 65-90 IQ range have ability and, if given the opportunity, many "break out". Kennedy-King Junior College pointed out that testing alone does not work in the inner city. For example if they relied solely on testing to identify potential students, they would find very few. However they know from experience that one-half to two thirds of their "developmental" students will be successful, in spite of low test scores.

Joliet Junior College

Dr. Robert Burke of Joliet Junior College from testing Remedial Reading students concluded that 40% of these students have undiagnosed or untreated visual acuity problems. Further Dr. Burke found that there was a positive correlation between degree of sight impairment and level of reading deficiency. Adequate visual acuity testing equipment is not available in most school systems in Illinois. In terms of reading skills and in terms of perceptual coordination, more sophisticated and timely systems of testing and treatment of visual acuity deficiencies are needed to give disadvantaged students a real chance at career training and upward mobility.

Normal H.S.

This report was further substantiated by Ms. Ann Mikel, school nurse at Normal High School, who found in using the Titmus visual acuity test, that 6.6% of all ninth graders examined in Fiscal Year 1973 had previously undetected visual acuity problems.

Harper College

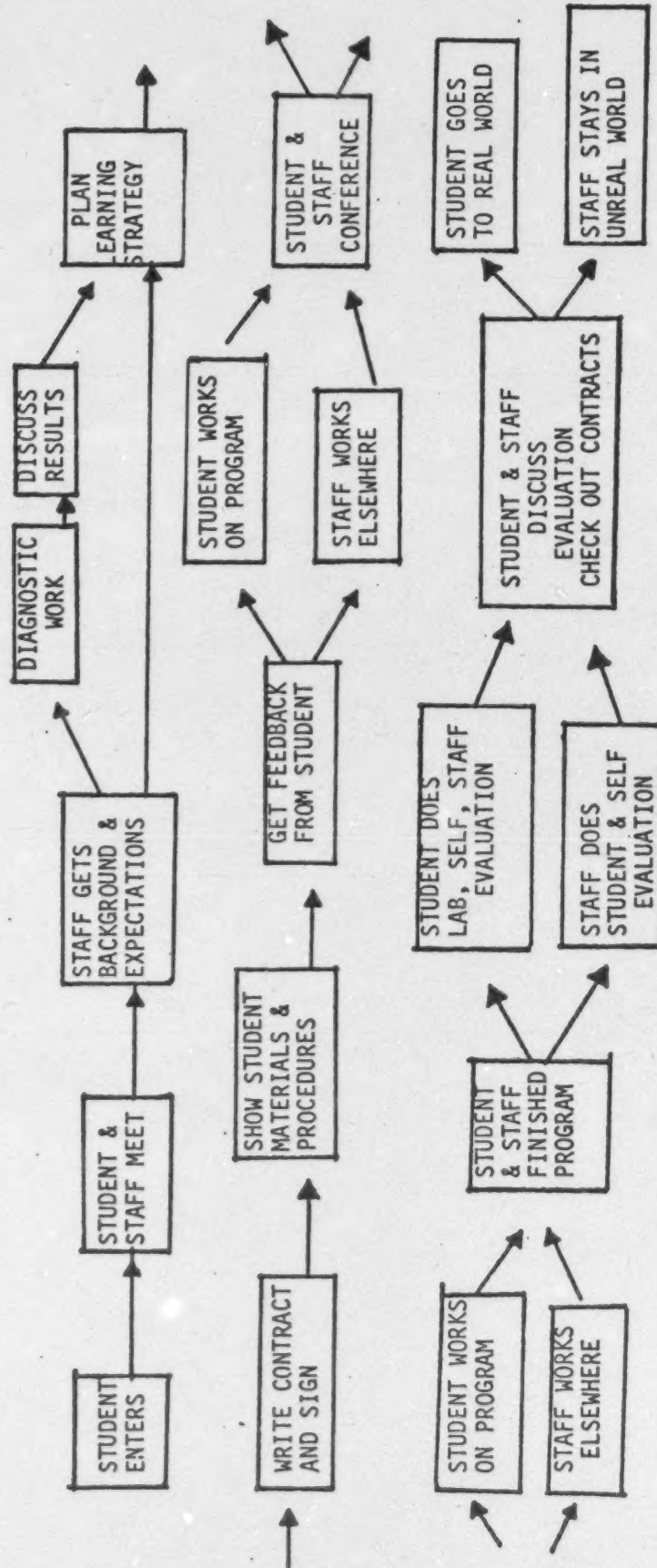
Harper is implementing a Career Planning Program (CCP) developed by the American College Testing Program (ACT). This ACT Career Planning Program is designed for guidance use with students considering post high school vocational education. With the help of counselors and coordinators, this service is intended to help students make a better career decision and more rational educational plans. The program is divided into three major sections; student information section, vocational interest profile, and assessment battery.

This new program should be evaluated to ascertain whether the American Testing Service has indeed overcome a fair amount of the obstacles inherent in existing standardized prognostic testing.

Parkland College

Once the disadvantaged student is recruited into Parkland College, a basic English and math test is administered. After the test is administered and results obtained, an interview is conducted with the counselor to determine at what level in the Preparedness Program the student will begin. A learning laboratory is available for students who are experiencing difficulty in reading and mathematics. As cited earlier in this chapter, a high percentage of students having difficulties in remedial reading have undiagnosed visual difficulties. The testing procedure, as seen in Figure 5 used by Parkland's Learning Laboratory, is included in this report as it exemplifies a well articulated and coordinated process of diagnosing reading difficulties and prescribing remediation. Students at Parkland who have difficulty in reading and math sign up quarterly for variable credit hours in the learning laboratory. Once they are admitted several diagnostic tests such as the Diagnostic Informal Reading Inventory for Adults (written by a staff member) RFU Placement Test Tactics I and II, Relevance of Sound, and Relevance of Words and other test instruments are administered when appropriate. Next an

Figure 5
Parkland's Learning Laboratory's Testing & Evaluation Procedure



* Parkland's Junior College Learning Laboratory Flow Chart.

"instructional level and skill profile" is determined by interpreting test results. A search is then made for physical or emotional correlates to the reading problem. This is achieved through observation, student conference, reports from colleagues and/or professional agencies. In severe cases professional help is requested through the Counseling Department. All available information is processed in order to diagnose the student's reading difficulties and needs. A plan for remediation is outlined and the contract approach is used with a list of specific steps for the student and instructor to follow in remediation.

St. Charles Boys School

In the correctional institutions visited, several interesting features were brought out by the vocational counselors. For example, St. Charles Boys School was using the newly developed State Employment NGATB which is an aptitude test for non-readers. This test could certainly have many implications for the educationally disadvantaged. The other tests such as the GATB and Kuder are also available for use.

Vienna Correctional Center

The counselor at Vienna felt that the GATB was not more reliable when given initially upon incarceration. It seemed to be more valid when the residents take it at a later date and with full understanding of its purpose.

Menard Penitentiary

At Menard all the inmates were given a grade placement test as well as job interest interviews and psychological examinations. This information was used for placement in vocational or academic program, work assignments or treatment facilities.

Admissions and Integration

Admissions is defined as the process and the period of time between the curriculum choice and the actual class enrollment. Many students need special help in entering the classroom situation. This period could be especially difficult for the

student who has been disassociated from education for some time. To facilitate initial adjustment, a carefully planned admissions and integration phase should be incorporated as part of the system. Programs designed to orient the student to the institutional environment, administrative processes, and the learning facilities and conditions are helpful.

Kewanee H.S.

During the summer, Kewanee offers disadvantaged students a special practical arts class, to ease their entrance into a regular industrial oriented activities in the fall.

Shawnee Community College

All entering full time freshmen at Shawnee and at other junior colleges go through an orientation week. Topics such as extra-curricular organizations and activities, use of Learning Resources Center, graduate and transfer credit to senior institutions, general college regulations, testing and other topics pertinent to the students development are discussed.

Kennedy-King College

Kennedy-King is experimenting with a selection of college credit courses that will allow a student to try college level work before being admitted to prestige programs such as Nursing. This will be called the Readiness Program. Special tutoring will be made available for all Readiness students, and in some cases, the courses will meet for extra periods each week. If the student is successful, all credits will be accepted as part of his career program. If the student is not successful, he will be guided into another program with credit granted for any courses in which he may have been successful. The courses will be restricted to "Readiness" students only.

Parkland College

At Parkland College the "Preparedness Program" has incorporated a weekly seminar into its curriculum. It was an opportunity

for students to discuss personal and social problems in a group setting or individually with a counselor. It helped students make the transition from the street into the educational system.

Ability Groupings

The choice of heterogenous or homogenous groupings depends upon the characteristics of the disadvantaged group, the community and the type of educational program. Homogenous grouping may provide an easier teaching situation, but in practice it often serves to segregate minority groups and deflates self-images of disadvantaged students when they see themselves in a group inferior, by definition, to the general student population. Several studies also indicate that the student's success is related to the teacher's competency. Generally these studies conclude that the quality of teaching is more important to student success than either heterogenous or homogenous grouping: we include attitude as a quality of competency.

There was a concerted effort on the part of the secondary schools that have special curricula--to integrate disadvantaged with achieving students whenever possible. It was the expressed opinions of several administrators that more damage to self-image and stigmatization resulted from isolating the disadvantaged than by integrating them with the student population.

Marengo H.S.

Marengo has a "special needs" program but the students are integrated with other students in all non-special needs classes. Also the "special needs" students could at any time during the year be integrated entirely into regular classes if it was felt that the individual was prepared to make the transition. Marengo as well as several other schools felt that field trips, special events, and vocational clubs helped students to become involved with other students and thus helped to erase the stigma of being different. The administrators at Marengo also felt that rotating the teaching assignments at the end of the semester or the end of the year proved to be helpful. In this school it was not degrading to be part of the Special Needs Program.

Staff Training and Orientation

The underlying theme in this section is that the attitude of the staff is a key element in the education of disadvantaged youth. Like any other on-going and integral aspect of a successful program for the disadvantaged, inservice staff orientation is essential. Information may come through staff orientation, in-service training, or teacher workshops, but it is most important that the staff be aware of the problems of their disadvantaged groups, their environmental conditions, and new methods and techniques in motivating and reaching the disadvantaged. As stated earlier, the reason indigenous workers are so successful is that they understand the individual and the nature of their problems.

The success or failure of any program depends directly on the teacher's attitude toward the program and the student. For example, if a vocational teacher looks upon teaching the disadvantaged with negative feelings or suspicions, the program is surely doomed to failure. It also seems, what is required besides a positive attitude is the involvement and support of everyone associated with the program and not just one or two members.

Few of the schools visited has formalized in-service work shops where outside consultants were called in but several schools utilized the existing staff for presenting information.

Mid-Valley AVC - Whiteside AVC

At Mid-Valley and Whiteside Vocational Centers, in-service programs have been developed at which consultants are invited to speak to the staff. Teachers have also been given time to visit occupational programs to observe new methods and techniques as well as to visit business and industry to keep abreast of new developments.

Harper College

The Harper College Learning Laboratory staff directs their attentions to understanding the underachievers and thier difficulties rather than toward academic content. The staff consists of nine people. They meet once a week before each semester for an in-service orientation. Also they have monthly meetings to discuss solutions to problems encountered

in their work. The staff has to be open and flexible to receive student feedback and be responsive to it.

Vienna Correctional Center

At Vienna several key points were brought out that may have implications for educational institutions. For example, in a treatment center everyone needs to be involved, even secretaries; an example was cited of a thoughtless remark by a secretary that turned a resident against a program.

Joliet Junior College

This college had a full time coordinator, Dr. Elmer Wright, appointed to plan and supervise college operated programs in several nearby correctional institutions. As a black man with an advanced degree he is in an excellent position to gain credibility with the academic community, the custodial community, and the correctional residents. The effectiveness of selecting staff with predetermined criteria was evident in observing the ease of communications this educator had with all three categories of personnel.

CHAPTER VI

PERSONAL SERVICES

by
William Weberg

General

Personal Services, as used in this report, refer to the non-academic activities provided for disadvantaged students to maintain and support their emotional, social, and material needs at a level adequate for success in vocational programs. Personal service activities include; on-going guidance and counseling, socializing activities, placement and financial aid. In each of these areas, the key element to success, as expected, was found to be the dedication and qualifications of the faculty and staff involved. No attempt has been made to cite the numerous men and women in all sections of the state who exemplify the highest standards of professionalism in education. The activities cited were selected on the basis of their planning, uniqueness, transportability and staff.

It is important to note that even the best single activity is useless, unless it is fully integrated and mutually supportive to the total educational program. The specialized activities cited in this chapter were selected from within the context of the total program at the individual institution involved, and are only one facet of a system of interlocking activities and services.

On-Going Guidance and Counseling

Programs in guidance and counseling are traditionally thought of in terms of a separate department within an institution. While it is true that the bulk of formalized guidance and counseling is administered by this means, many exemplary programs in the state owe a portion of their success to the integration of the guidance function into the educational portion of the system. During the course of the on-site visitations conducted for this study, school administrators, guidance personnel, teachers, and other staff in every school visited agreed that two of the most basic requirements for the success of disadvantaged students in vocational programs

were; first, positive self concepts, and second, initial success in the program which contributed both to positive self-concepts and to positive student attitudes toward the program. Success in the program and positive self-images require more than the isolated services of the guidance counselors and special staff. The accomplishment of these objectives requires the involvement of the total school staff, including the guidance counselor, social worker, school psychologist, co-op director, special education teacher, vocational and regular classroom teachers, and even community employers. A prime example of the interlocking nature of student support is the common co-op program. In every school visited having this type of program, it was pointed out as a valuable tool for building positive attitudes and developing a sense of individual accomplishment in the participating students. Activities as diverse as the learning laboratory at Harper College, the special education class at Lisle, and the financial aid program at Shawnee Community College, while meeting specialized needs, also are exemplary as guidance and behavioral improvement tools. Because these activities are described elsewhere in this report, it is sufficient only to make mention of them in this section, but they are all examples of the integrated nature of student services.

Guidance and counseling departments are, of course, the central mechanism in providing guidance services. Their value lies in the competence of their staff to perform their function and as resource centers for other faculty and staff.

Harper College

The counseling staff offers its services including that of a clinical psychologist, to students and residents of the community on a no-fee basis. The large staff and diversity of qualifications permits the use of a large range of services and counseling techniques. Services offered students include personal, marital, family, and group counseling. Group counseling experiences are available in three areas; human potential, inter-personal relations, and decision making. Stress is also placed on helping students find new avenues commensurate with their abilities and interests. This service is especially valuable to the large number of older students returning to school in vocational programs. In these ways, the program helps meet the total needs of the student and his home environment on a no-cost basis.

LaGrange Area Special Education District

An exemplary total system of guidance services is provided to disadvantaged students. In addition to the normal guidance services provided in most secondary school, a full time psychologist is employed in each district building for testing and

consultation. The district has provided both the funds and the administrative procedure to contract for services of private psychologists and social workers to offer additional services to the disadvantaged if they are necessary. Additionally, a contract between the district and the Division of Vocational Rehabilitation has made it possible for disadvantaged and handicapped students to receive special services as authorized and funded by the DVR. To provide for the establishment and implementation of these services, the district employs pre-vocational counselors.

These services are also integrated into regular school programs for the disadvantaged. The district has internal programs to meet the needs of disadvantaged stressing the development and fulfillment of individual, as well as group, goals. The program at Hinsdale High School stresses this and makes extensive use of the team approach in ministering the total needs of the individual disadvantaged student. One key element of the program is the presence of a full-time social worker to provide crisis intervention service, in addition to group sessions, referral work, individual counseling and staffing sessions with the total staff. The overall program is successful because of the utilization and coordination of staff specialists, teachers, and outside agencies in treating individual needs, with individually designed programs.

Mounds H.S.

Mounds-Meridian High School combines an excellent school guidance program and a federally funded Project Action program. The special program is operated from the Project Action mobile van, staffed with a fully qualified staff of local people that have returned to the area after their professional training. The action program is supportive of, and coordinated with regular high school guidance and vocational staff to insure a complete and non-competitive program of services to the disadvantaged. The action staff concentrates on personal, group and family counseling services to augment the efforts of the high school staff. This type of program allows more resources to be focused on student problems, provides for the coordinated total effort of high school and Project Action in providing services, and allows the high school staff a better opportunity to fulfill its duties in other guidance areas. One of the primary objectives of the program has been to provide support and counseling to potential drop-outs, and to reintegrate these students into the regular student body. The action staff has observed that the mobility and physical separateness of the van has contributed to the easing of negative student feelings about the school building itself, and has allowed the program to initiate community action programs in the local area.

Kennedy-King College

Kennedy-King College is attempting to encourage its student body to become involved in group counseling. To increase interest and participation in group counseling, the college urges all freshmen to enroll in a group counseling class, which gives one academic credit and meets weekly. Many of the class sessions use career orientation and "choosing a career" as topics for group discussion.

Mattoon H.S.

Mattoon High School has developed a program in the homebound area, which aside from providing the normal instructional services to students not able to attend school, acts as a device to bring support services to these students if they are needed. The program is administered by a staff member who helps tailor the program to the individual student's needs and requirements.

Key program features are:

1. Very flexible arrangements for ill or pregnant students that allow these students to use school facilities, such as laboratories at night.
2. Provide service to a number of pregnant girls residing in an agency home.
3. Actively involves and sometimes provides payment to vocational teachers and others for going into the home.
4. Fits course modification to the needs of the students, substituting study activities for active learning activities during the course of illness and setting up a program to allow the students to complete the missed experiences upon their return to regular school.
5. Use of the homebound program as an opportunity to contact students with attendance problems.

Quincy H.S.

Quincy High School offers a program that is similar in nature to the one at Mattoon. The Quincy program makes use of special homebound teachers as the educational personnel visiting the home, and as the initial contact with the student and his home environment.

These special teachers then act to make needed referrals to the staff psychologist and social workers. This approach facilitates the use of school and community agency resources to serve the student with attendance problems, and acts as a means of determining if the student can benefit from other community services in his home environment.

Joliet H.S.

Joliet High School has developed a program of in-school suspension. A majority of the students referred to this program have chronic attendance problems. This program is designed to keep the student in school instead of excluding him as normal suspension does. The student is required to keep up with regular classroom assignments while under suspension. One important feature of this program is the automatic channeling of these students to counselors. The counselor then has an opportunity to help the student overcome the problem causing the frequent absences. This referral technique initiates contacts with counselors by many students which would not occur on a voluntary basis, however, care must be taken to separate the counselor from the disciplinary action of the suspension.

Socializing Activities

Programs of extensive behavior modification and socialization may be necessary for disadvantaged students with severe social, behavioral, or emotional problems. The severity of the problem usually determines the classification of the individual as either disadvantaged or handicapped. It is not recommended that these types of programs be instituted in the absence of a fully qualified and trained staff. When qualified personnel are present, therapeutic counseling can act as an extremely valuable component within a program of support services for the disadvantaged. The socio-economic background of many of the disadvantaged, leave these students without the experience skills necessary to deal with school or work experiences that are centered on predominantly middle class values and customs. Programs categorized as socializing can impart an understanding of the interpersonal relationships the student encounters, as well as remediating extreme student behaviors.

Transactional analysis is a promising new technique in promoting interpersonal understanding and developing internal control. One of the main advantages attributed to transactional-analysis in the literature is that within the context of a well planned program, the technique can be practiced by lay people. In a typical application, the participants acquire the language, analyze interpersonal transactions, and discuss their progress in handling

interpersonal relationships and making more realistic decisions. An approach of this nature offers an opportunity for self and group interaction understandings, and may also be used by professional practitioners with students having more sophisticated problems.

Internal and External Control

Internal and external behavioral controls are not mutually exclusive, but can be used most effectively to complement each other. Behavior modification techniques employ predominantly external controls but have immediate pay-offs and can be used to get quick control. However, the most effective practitioners strive to bring the student to a point of internal, or self-control. Transactional analysis has some immediate effects, but is intended to train the individual to understand the give and take of interpersonal relations which may take longer than those achieved with behavior modification. By gaining this understanding the student learns to find solutions that are constructive and socially acceptable: in this way the student gains internal control of his behavior. The ultimate goal of behavior changing programs ought to be to train students to cope with their society in socially acceptable ways. If a program trains students to behave acceptably only with external controls, then the program has failed because we are, in effect, requiring society to provide external policemen.

Several promising programs in behavior modification exist in Illinois Correctional Institutions. Because of the presence of specialized staff personnel and the nature of the environmental setting, these programs do not lend themselves in the whole to normal secondary or post-secondary situations. The behavior modification orientation found at Giant City Forestry Camp functions on a point/purchase economy, and is credited with excellent success in reducing conflicts between residents and supervisors. An outstanding feature of this program is that it does make the transition from external control (points) to internal control.

Financial Aid

The need of many disadvantaged students for material aid may be magnified in the occupational curricula, which often involves the

¹Eric Berne, Transactional Analysis in Psychotherapy, (New York: Grove Press, Inc., 1961), passim.

the purchase of materials, safety equipment, or even personal tools. The economic aspect of financial aid is obvious, but certain other implications are also important.

The disadvantaged student is usually required to participate in work/study programs, particularly in the post-secondary situation, as part of his financial aid package. Although the concept of self-help is laudable, in many cases it is unrealistic to require a disadvantaged student, already having problems academically, to devote a large segment of his time to work activities. This problem can be overcome if an internship or cooperative program exists which offers related training and academic credit for student work.

Present aid programs are inherently biased against the economically disadvantaged student who finds it necessary to limit his/her academic course load because of full-time employment or family commitments. This student is penalized by being ineligible for financial aid because his outside commitments limit him to a less than full-time student status at his institution.

Incidental Academic Benefits

In all fairness, it should be noted that financial aid officers are faced with a great demand for limited resources, and must allocate most available funds in accordance with a maze of governmental regulations. In spite of this, several financial aid programs have found ways to serve students in other than purely financial ways. Programs of financial aid can help to facilitate the individual student's personal evaluation of needs and resources and, in this way, can be used as a valuable means of imparting financial skills and a sense of responsibility to the recipients. When financial aid contains elements of work study or cooperative type placements, the aid can produce valuable work experience and orientation.

Packaging Programs

In general, the common forms of financial aids available are well defined and regulated by appropriate state or federal legislation. The use of DVTE funds becomes valuable within this context because these funds can be used to cover certain gaps that exist in and between financial aid systems. The successful financial aid programs must make use of an array of fund sources such as; governmental funds and programs, private employer placement, community service organization funds and other appropriate sources so that

financial aid arrangements can be individualized to fit student requirements and student eligibility under the various governmental aid programs. In fulfilling these requirements, it is also necessary to integrate financial aid programs with other programs needed by the disadvantaged student.

Marengo H.S.

Marengo High School makes use of paid student workers to help operate a school book store, laundry, cafeteria food service, and other school services. This type of program has three benefits. It provides pre-placement work experience and needed income to students prior to entry into cooperative education programs. It provides an opportunity similar to co-op for those students who cannot be placed in co-op programs. Thirdly, the program provides needed services to the school and all students through the use of financial aid funds.

Quincy H.S.

Quincy High School has organized several student businesses; a gas station, a bookstore, and VIP crafts. Quincy's student businesses, combined with in-school work-study programs, provide realistic work experience, learning, and income for the disadvantaged.

Thornton H.S.

Thornton High School allows disadvantaged students enrolled in its "Occupational Training" (See Chapter IV) program to complete school projects at no cost to the students, instead of charging the normal materials fee. The completed projects are then available for purchase by the public at periodic sales. The purchase price collected at the sale is used to pay for the materials used by the student, and the excess is paid to the disadvantaged student.

Elmhurst

The Elmhurst District uses a program of peer tutoring which serves both the economically disadvantaged and the academically disadvantaged student. The program matches a student in need

of tutoring with a student competent in the subject area and in need of financial support. The tutor is paid an hourly wage to help another student overcome an academic disadvantage.

Similar arrangements have been used primarily in the post-secondary situation, to provide financial aid to students for work in school operated day care centers. The day care center then is able to employ students to provide services to other economically disadvantaged students. Programs of this nature are especially worthwhile because of the double economic benefit derived from the funds expended, as well as for the work experience they afford to participating students.

Kennedy-King College

In the junior college field, Kennedy-King College operates the largest federal work study program of any junior college in the state. The program involves approximately fifty agencies in a cooperative agreement with the college to provide students with a large number of job placements and a diversity of work experience opportunities. A special feature of the program is that students are allowed to work a forty-hour week during vacation periods, including the summer before they enter Kennedy-King as freshmen. The college has also offered free grant workshops to help students correctly prepare needed, or possibly newly required, financial forms.

Shawnee Community College

Shawnee College offers an example of the use of aid funds as a device to teach student responsibility and financial management. The financial aid director makes use of the aid program as a counseling device to help students understand their responsibilities and, within limits, let students experience the "logical consequences" ¹ of their

¹

Rudolph Dreikurs, Loren Grey, A Parents' Guide to Child Discipline (New York: Hawthorne Books, Inc., 1970), passim.

actions. The result is a very realistic learning situation in individual decision making and personal financial management.

Harper College

Harper College has undertaken the writing and distribution of a booklet about financial aid. Written in the Spanish language, the booklet presents basic information on available forms of financial aid and is used as a contact device to solicit inquiries for more detailed information. This program and others, recognize the integral part that financial aid plays in recruiting efforts aimed at certain types of disadvantaged populations. The importance of using appropriate materials and channels of communication to reach disadvantaged populations must be emphasized in a successful program. No institution visited recommended student loans, except as a last resort. It was generally felt that students were not equipped to have full understanding of the obligations they were committing themselves to.

Placement

Although examples of very successful placement programs exist in both secondary and post-secondary institutions, placement programs appear to be informal and not well defined. The placement function is usually accomplished by a combination of guidance personnel, cooperative coordinator, and vocational teachers. This approach is being successfully used in several institutions, and has proven to be an effective method, if a definite plan is used. A more comprehensive system of planning and defining areas of responsibility is generally needed in present placement programs. While the use of all available means of successful placement certainly must be encouraged, some system of centralized planning and record keeping should be used. The placement of vocational graduates is obviously a prime measure of program success, and yet appears to be one of the least planned aspects of vocational programs. Even in cases of well defined and implemented placement programs, the evaluation of placement activities is dependent on numerous factors, external to the educational system. Even the best placement program can not overcome the economic condition of a locality or the possible reluctance of graduates to relocate geographically in areas with greater employment potential. Of course,

valid manpower needs studies and community surveys may alleviate this occurrence, but in a truly depressed area, there simply may not be adequate employment opportunities. Conversely, poorly operated placement programs may be represented as successful because of strong area demands for labor that give a false picture of the value of the school placement program. Placement programs must be evaluated in light of local employment conditions; and statewide or even national employment trends must be matched against a realistic assessment of graduate mobility patterns. A well run placement program can be a most useful evaluation and feedback mechanism. Feedback provided by graduates can form the necessary data base for intelligent planning, program modification, and upgrading. This feedback is especially important in developing training programs that realistically meet employment standards.

A well defined placement program for disadvantaged vocational students should contain services in five areas:

1. Part-time employment placement of students to provide economic help and future full-time employment opportunities.
2. Post-secondary placement for graduates in need of advanced or specialized training for employment.
3. Entry level employment for graduates of vocational programs.
4. Training in employment seeking skills.
5. Job counseling for students who are having problems on the job.

It should be noted that some of these services may be provided by other offices or agencies than the placement office, but they all must be accounted for in a complete program.

A sixth service that placement programs may offer, if they are truly to "serve the needs of all youth and adults", is a life-long placement referral center. This function should operate more in the nature of a referral service rather than to provide out-right placement. The school placement function should act in a coordinated fashion with the state employment service, other agencies, and possibly private employment operations. A post-secondary institution is a more appropriate setting to offer outright life-long placement services to graduates. This kind of service can pay off in contacts for other job placements, for follow-up studies and for gaining support for future programs.

A successful placement program is of special importance to disadvantaged students, because this group is generally the least prepared to secure employment on their own. For this reason, a successful placement program must begin with work orientation, work experience, learning situations, instruction in filling out employment applications, and the teaching of interview skills. These activities can be accomplished within the vocational program by teachers, and co-op coordinators or concurrently, by counselors.

Marengo H.S.

Marengo High School has made additional use of its placement program to maintain contact with school leavers and as an opportunity to encourage these individuals in return to school in programs modified to allow employment while simultaneously completing school.

Ullin H.S.

Ullin-Century High School demonstrates the importance of utilizing advisory board contacts, especially union education personnel in this instance. The school maintains a training center in conjunction with a union training program. This has resulted in nearly 100% placement of graduates in the carpentry programs.

Kewanee H.S.

Kewanee High School makes extensive use of vocational instructors in a program of individual testing, counseling, and placement of students.

Mid-Valley AVC

Mid-Valley AVC has developed a placement service that integrates the efforts of the vocational guidance counselor and vocational instructors. The vocational guidance counselor maintains job files, contacts area employers and service clubs, and arranges for interested employers to visit the school and interview the graduating students. The vocational instructors recommend students graduating from their programs and become actively involved in placing

these students with interested employers. The program has been very successful in the school's industrialized location.

Mounds H.S.

Mounds-Meridian High School has an excellent record of placing disadvantaged graduates, especially in the area of post-secondary training and education situations. The guidance counselor is committed to helping these graduates find appropriate placements. Students are provided transportation and guidance in making visitations to colleges, junior colleges, trade schools, and other career related institutions. Many of these students would have no other opportunity to investigate these institutions, if not for the efforts of the counselor.

Kennedy-King College

The Kennedy-King College placement service offers excellent part-time employment opportunities to students, offering three types of service; locating job opportunities, pre-interview counseling, and counseling to help employed students with job problems.

The placement officer spends much of his time in the community arranging for part-time employment of students with large businesses, the state employment service, neighborhood businesses, governmental agencies, and the Urban League Apprenticeship Program. The placement officer personally canvasses neighborhoods for student employment opportunities in small, frequently neglected, establishments. After a student is matched with an employment opportunity, the student is provided with job seeking skills counseling. After student placement, referrals to the Urban League are available to help the student having difficulties with an employer, including counseling on the filing of justified complaints.

CHAPTER VII

EVALUATION AND FOLLOW-UP

Introduction

Evaluation is an essential tool of planning and development. The concept that evaluation implies approval or disapproval is fast moving to minority status and is not appropriate to this project or this report. Shadows of this concept exist in education, however, in two forms: first, in the resistance of many teachers to apply these techniques to their own program development. Second, they exist in the persistence with which evaluation is applied to student's learning, as measuring approval or disapproval, rather than for diagnosis and direction.

For this project staff, evaluation has been viewed as a responsibility to the practitioners who would use our work as a resource for program development. We felt that to recommend an activity on the basis of its popularity and esteem, without proof of its actual productivity, would be a disservice. Accordingly, we attempted, during the course of visiting schools, colleges, and other educational agencies, to determine what evaluations had been made of the activities about which we were gathering data. We were concerned to know: what kind of evaluation, if any, had been conducted or, alternatively, was it possible to correlate the activity with similar activities about which research had been conducted?

Follow-up studies are a form of evaluation which have good potential for overall program evaluation but specially constructed ones may be used to evaluate specific program elements. The utility of this kind of evaluation is widely recognized and our objectives in examining them were to seek ideas that produced more reliable data.

Evaluation Design

There are several principles of evaluation which prevail for all kinds of evaluations and which have served to guide this staff in its findings.

First, evaluation must address itself to the objectives of the program and should measure the extent to which the criteria were met. The staff was concerned with apparent relationships. (Face validity)

Second, evaluation must be reasonably representative of the population. (Reliability) On principle, the staff held case study representations as inadequate proof of reliability.

Finally, evaluation must explore the efficiency of the program being measured relative to other programs with similar objectives. This type of experimental research design can be accomplished informally by comparing results before changes are made against results or by comparing parallel programs. Program evaluations, where they were accomplished, are reported accompanying the descriptions of the activities in other chapters. By and large, formal evaluations are not being made and this may be attributed to several factors: (1) practitioners tend to have a "feel" for the results and so lack motivation to formalize such studies and (2) allocation of resources for such efforts have had low priority.

It should be noted that all institutions and agencies receiving DVTE funds have provided for evaluations in their local plans. The better of these are often the result of Three-Phase Evaluation. Some of these are rather detailed. A good example, of Champaign Community School District #4, is shown in Figure 6. Evaluation of the implementation of this particular plan has not yet been completed, but there is a tendency from observation of procedures or forms used at other schools to generalize rather than to establish specific criteria which lead to constructive results.

Follow-up Studies

Two major problems arise in conducting follow-up studies. The first is gaining an adequate response and the second is designing questionnaires that provide specific data upon which curriculum decisions may be based.

Sampling

With a large population it is important to select an adequate sample using an accepted technique. With a small population it is advisable to use the entire population. In either case,

Figure 6

Plan for Evaluation of the Vocational Education Program*

- A. The program will be evaluated by the following criteria:
1. The student has developed skills and has entered into and has performed successfully in an occupation.
 2. The student is able to enter into and perform successfully in an advanced informal or formal training program or comes to a logical conclusion to his training.
 3. There will be follow-up study of students on a continuing basis, who have terminated a formal occupational training program to determine success and/or need for program revision.
 4. Evaluation of physical facilities to determine if they are adequate to meet the training needs as required.
 5. Students will evaluate the instructor and course content.
 6. Schedule parent contacts by instructional staff to evaluate the effectiveness of vocational programs as perceived by the parents.
 7. There will be an annual review of program curriculum content by the Advisory committee and reported to the instructional staff prior to the fall deadline for curriculum revision.
 8. There will be an annual review of the effectiveness of program with employer by staff members.
 9. Review of program by other agencies such as North Central Secondary Association and State Board of Vocational Education and Rehabilitation. Visitations are to be requested by individual teacher(s) through the Director of Vocational Education.
 10. Evaluation of personnel and curriculum by staff. All changes will be processed through established procedures.
- B. The placement of trainees and follow-up will be implemented by the department staff within the career Education structure with the cooperation of counselors and coordinators at the individual schools.
- C. Procedures needed to implement the evaluation process will be developed by the Vocational Director with consultation of his staff.

*Extracted from the Plan for Vocational Education of Champaign Community Unit School District #4.

it is critical that a high rate of return be achieved to reduce bias. It is generally accepted that students who are doing well and have positive attitudes towards the institution tend to be more responsive than those who are not doing well. Thus, a small percentage return tends to be biased. A major problem in getting returns is locating graduates: two districts, Danville and Mt. Vernon report good success from keeping track of the home addresses of grandparents. Grandparents are more likely to be stabilized at an address and also take pride in responding about their progeny. Other moderate sized community schools report the same results. Large urban schools have greater difficulty in obtaining alternative contacts. Dr. James Sullivan of Southern Illinois University at Carbondale suggests that sending birthday cards tends to obligate graduates to respond.

Format

Generally speaking we would expect better returns from a simple, short questionnaire than from one that is long and complex. One would also suggest that there would be a correlation between responses to questionnaires of increasing complexity and the educational level of the respondents: in its fall 1972 study, Harper College used a rather lengthy questionnaire and obtained a mail response of 49.8% which is, by the observation of this author, good. (The study netted a return of 89.9% including telephone follow-ups.)

Post card formats are popular at the secondary level and theoretically should bring good responses because of their compactness. In practice they have some serious drawbacks. Most important is that they do not provide confidentiality for what the respondent may consider privileged information. One high school visited had space for "salary" on its postcard. Even assuming that the option of answering selectively was clearly communicated, there is a question of the impact of such an item on the respondent's overall attitude towards the survey. Such a form obviously limits the scope of the survey and there is a resulting tendency to crowd the form. There are also limitations of the motivation that can be accomplished, particularly, when a two-way postcard is used: to paraphrase, "do you care enough to send the very best?"

Motivation

Motivation is probably the single most important consideration in survey work since it does not matter how well the instrument is designed if too few respond to it. We may classify appropriate motivation into three areas: appeals to civic responsibility and institutional loyalty, tributes to the esteem of the respondent, and substantive payoffs. Statements like, "We know you will want others to benefit . . ." appeal to civic responsibility. "Your experience is valued. . ." conveys the importance of the respondent. Substantive payoffs can vary from material rewards such as complimentary copies of institution publications to the more complex concept that the respondents' reply will improve the institution, which will reflect glory on the respondent as a graduate bringing better job-qualifying credentials.

Phrases like ". . .to maintain high standards. . ." or ". . .to continue growth" are positive and imply the "reflected glory" approach. One institution by contrast, included the following statement in its letter of transmittal: "In order for . . . to evaluate itself and become a quality institution. . ." This is a "put-down" not only for the institution, but for the graduate who thought he had worked hard, now to discover that he had not even received "quality" training by the institution's own admission.

Correctional Institutions

Institutions of Adult and Juvenile Divisions are handicapped in evaluations, because they are not permitted to contact former inmates or their employers. This could be handled beneficially by some intermediary agency such as DVTE or an independent research agency. An educational institution that has been working in a cooperative agreement could serve this function ideally.

Internally, the correctional institutions have detailed records that could support good program evaluation. The Illinois Industrial School for Boys at Sheridan was doing an exceptional job in this area utilizing frequent staff meetings as a medium for such evaluations: effectively, an on-going process.

Appendix A

Multi-Variable Model With Sample Institutions

Type of Activity	Transportable Activities	Modifiable Activities	Potential Activities
II. Identification Procedures	Elmhurst	Alton	
III. Policies and Objectives		Champaign Marengo	
IV. Curriculum Strategies			
1. Course modification	Alton Bushnell Cahokia	DeKalb Marengo Quincy	Thornton
2. Tracking	Alton Cahokia	Bushnell Mattoon Thornton	
3. Individualized Instruction	Alton Bushnell	Cahokia Mattoon	DeKalb Joliet
4. Tutoring	Alton Bushnell Cahokia	Centralia Elmhurst DeKalb Thornton	Kennedy-King Mt. Vernon Shawnee
5. Cooperative Education	Alton Shawnee	Cahokia DeKalb Mattoon Thornton	Bloomington Lyons
6. Vocationally Oriented Student Activities	Alton Cahokia Bushnell DeKalb Thornton	Kewanee Mattoon	Champaign

*Institutional Code: 1. Rural 2. Small Urban 3. Large Urban
4. Suburban 5. Junior College 6. Correctional

NOTE:

Chapter numbers are cited so that persons interested can locate discussions pertaining to any of the institutions listed. The thirds and fourth columns list well-developed programs that may be adapted without modification (transportable) or with some modification. "Potential Activities" either look valuable but have not been proved or are seen to need further refinement.

Type of Activity	Transportable Activities	Modifiable Activities	Potential Activities					
7. Supporting Instruction Services	Alton Bushnell Cahokia	3 1 2	Thornton	4	Giant City Harper Joliet Lyons	6 5 3 4	Mattoon Menard Shawnee Ullin	2 6 5 1
V. Recruitment								
1. Orientation	Mid-Valley Normal Whiteside	1 2 1	DeKalb Mattoon Quincy Thornton	3 2 3 4	Kennedy-King Parkland Urbana	5 5 3		
V. Recruitment (cont.)								
2. Initial Guidance and Testing	Bloomington	3	Parkland	5	Cahokia Harper Joliet	2 5 5	Elmhurst Joliet	3 3
3. Integration			Kishwaukee Marengo Thornton	5 1 4				
4. Staff Training and Orientation			Harper	5	Mid-Valley Whiteside	1 1		
VI. Personal Services								
1. On-going Guidance and Counseling			Lyons Harper	4 5	Kennedy-King Mounds	5 1		
2. Homebound			Mattoon Quincy Joliet	2 3 3				
3. Socializing Activities					Giant City	5	Vienna	6
4. Financial Aid	Elmhurst	3	Marengo Quincy Thornton	1 3 4				
5. Placement					Kennedy-King Kewanee Marengo	5 1 1	Mid-Valley Mounds Ullin	1 1 1
VII. Evaluation and Follow-up								
1. Program Evaluation	Champaign	3						
2. Student Follow-up	Danville	3	Danville Harper Mt. Vernon	3 5 2				
3. Progress Records			Ill Indus School	6				

Appendix B
Questionnaire (Modified Format)

District Number and
Institution Identification _____

Person(s) preparing report _____

Persons to contact for additional
information and coordination _____

Telephone number _____

1. Are you currently identifying disadvantaged students in your occupational programs?

___ Yes ___ No
2. If you are identifying disadvantaged students, which of the following criteria do you use?
 - a. ___ Below average grade by at least two years.
 - b. ___ Difficulty in written or spoken communication.
 - c. ___ Frequent absences from school or work.
 - d. ___ Reading level at least two grades below grade placement.
 - e. ___ Students whose families are dependent upon social agencies for support.
 - f. ___ Economic assistance needed for continued school attendance.
 - g. ___ Student is presently unemployed or frequently unemployed.
 - h. ___ Other _____
3. What is the approximate number of students enrolled in occupational programs in your district whom you consider to be disadvantaged?
4. Do you actively recruit disadvantaged students for occupational programs?

___ Yes ___ No
5. Do you cooperate or participate in programs with other community agencies to aid the disadvantaged students?

___ Yes ___ No

6. Are you receiving disadvantaged factor funds from DVTE?

☐ Yes ☐ No

7. Have you had in-service training or orientation for faculty and other staff pertaining to problems and potentials of the disadvantaged?

a. ☐ General staff c. ☐ Special teachers only
b. ☐ Counselors only d. ☐ Counselors & special teachers

8. What, if any, special programs or service activities for the disadvantaged student do you provide? Check appropriate responses to the left of the identifying letter.

☐ a. ☐ Personal counseling ☐ b. ☐ Remedial classes
☐ c. ☐ Tracking system ☐ d. ☐ Financial aid
☐ e. ☐ Family counseling ☐ f. ☐ Tutoring Services
☐ g. ☐ Individualized instruction
☐ h. ☐ Course modification to fit special needs.
☐ i. ☐ Career testing and guidance (includes career information).
☐ j. ☐ Vocationally oriented student activities and organizations.
☐ k. ☐ Other _____

9. Of the activities listed in question 8, which do you feel are showpieces that should have the attention of other educators? (Circle the proper letter(s) in item 8.)

10. Of the activities listed in item 8, which have not done well but have good potential? Check the appropriate response(s) to the right of the identifying letter in item 8.

11. Do you provide vocational placement for graduates of occupational programs?

☐ Yes ☐ No

12. Do you use ☐ transactional analysis, ☐ behavioral modification, or ☐ other behavior changing programs in conjunction with vocational programs?

13. Last day of school year _____

List normal school days your school will not be in session.
(March 3, 1973 to last day of school year). _____

14. COMMENTS:

Appendix C

Results of Survey by Institutional Type

Region	Services (P) Provided (E) Exemplary	Individual Guidance	Family Guidance	Testing	Remedial	Individual Instruction	Tutoring	Course Modifications	Financial Aid	Tracking	Vocational Oriented Student Activities	Behavior Therapy*	Recruitment*	Staff Orientation*
Secondary														
1	P E	54 5	11 1	40 5	46 4	40 6	30 3	41 11	20 0	34 1	30 4	19	32	48
2	P E	42 7	5 2	36 5	34 5	33 11	16 3	34 7	11 4	17 1	27 2	13	16	37
3	P E	44 2	1 0	31 1	28 2	29 4	10 2	29 4	5 0	14 0	21 3	12	14	24
4	P E	43 2	1 0	32 1	35 1	21 1	8 1	29 2	7 2	16 2	26 1	10	17	33
5	P E	31 2	1 1	26 2	23 5	23 2	2 0	26 2	13 1	12 0	19 0	13	13	28
6	P E	50 3	2 0	43 2	35 4	25 3	13 2	35 7	14 0	14 2	30 3	11	17	34
Total Secondary	P E	264 21	21 4	208 16	201 21	171 27	99 12	194 33	70 10	107 4	153 13	78	109	204
Junior College	P E	27 3	2 0	16 1	23 1	21 6	14 3	13 5	22 3	3 0	8 1	12	16	8
Correctional	P E	14 2	5 0	12 2	14 1	13 2	8 2	13 2	3 1	3 0	8 1	12	0	12

* Institutions were not asked to designate exemplary activities in these areas

Appendix D
Interview Guide (Modified Format)

Name of Institution _____

Section 1

Person Interviewed _____ Position _____

Demographic Data

1. How do most of the people in your service area make a living?

Professional _____
White collar _____
Blue collar: _____
 Skilled _____
 Semi-skilled _____
 Unskilled _____

2. Are most of the people residing in your service area employed in your service area?

3. What is the median income in your service area? _____

4. How do you estimate the area unemployment rate? _____

5. What percent of the population in your area are below poverty level? _____

6. What is the drop out rate in your school? _____

7. Would you say the population in your area is:

a. Declining _____
b. Stable _____
c. Increasing _____

8. What is the ethnic composition of your area?

9. Do your graduates remain or return to the area for employment?

10. Comments:

Identification

1. By what procedures are students identified as disadvantaged?

2. Do you have a system of record keeping for audit purposes?
3. Of those students identified as disadvantaged, what percent are placed in occupational/vocational programs?
4. Does your school send disadvantaged students to an AVC?
Yes _____ No _____
What is the relationship between the local school and the AVC?
5. Are any disadvantaged students serviced through a special education district? Yes _____ No _____
What is the relationship between the local school and the special education district?

Economic Assistance

1. How many disadvantaged students receive economic assistance?

2. How is financial need determined?
3. What kinds of financial aid are offered for disadvantaged students?

Scholarships	_____ %
Loans	_____ %
Grants	_____ %
Waiver of tuition (or other fees)	_____ %
Subsidies for books, uniforms, tools, or supplies	_____ %
Free or low cost medical services	_____ %
Free or low cost dental care	_____ %
Day care centers	_____ %
Others	_____ %
4. Does your school have a work/study program?

Curricular Modifications or Programs

1. Does the institution offer any staff orientation programs for working with the disadvantaged?
2. Does the institution offer a vocational orientation (pre-vocational) program for the disadvantaged?
3. What course modifications are made to meet the needs of the disadvantaged students? (Tracking, Individual instruction, Remedial tutorial services, Vocational service, activities)

Section II

Person Interviewed _____ Position _____

Guidance

1. What are the general qualifications needed to enter into your vocational programs?
2. Do you distinguish between advantaged and disadvantaged students in your guidance procedures?
3. Are diagnostic tests conducted to determine possible causes for learning difficulties?
4. Do guidance and counseling staff have special qualifications for working with disadvantaged students?
5. On what basis are those students identified as disadvantaged selected for occupational/vocational programs?

Student choice _____
 Staff recommendation _____
 Tracking system _____
 Testing _____
 Other _____

6. Are guidance facilities available for counseling in home and family problems?
7. Are facilities available in personal finance and financial aid?
8. Does the guidance department offer any vocational orientation for the disadvantaged?
9. Are regular or periodic visits scheduled for the student?
 Regular student _____ Disadvantaged _____
10. Do you use any behavior modification or transactional analysis?

Section III

Person Interviewed _____ Position _____

Placement

1. What percent of the students are placed through the school?
2. Are any special services afforded to the disadvantaged in job placement?
3. Are students trained or oriented in techniques of obtaining employment?

4. What is the institution's standard for success in vocational programs?
 - a. Job placement
 - b. Course completion
5. Has the institution established any follow-up procedures?

Section IV

Person Interviewed _____ Position _____

Cooperative Coordinator

1. What percent of vocationally disadvantaged students are placed in cooperative education?
2. Are there any particular job areas where students are placed?
3. Is there a full time coordinator on the staff?
4. On what basis are students selected for cooperative education?
5. What aspects or activities in cooperative administration do you think are unique and a worthwhile experience for the disadvantaged student?

Section V

Person Interviewed _____ Position _____

Jr. College Recruitment

1. Has the institution committed itself to seek out high risk students?
2. By what procedures does the institution recruit high risk students?
3. Have provisions been made to ease the trauma of enrollment?

Appendix E

Sample Policy Statements*

Kennedy-King College

A. Policy

Within the guidelines established by the President and through the function of established advisory committees of community and industrial leaders, and the resources of Kennedy-King College, the Applied Sciences will provide and promote career ladder educational programs that offer every individual the opportunity to reach his occupational and/or professional potential as evaluated by graduation questionnaires and one year surveys.

B. Administrative

1. Through the process of testing and counseling, provide all students wishing to attend Kennedy-King College, educational opportunities in keeping with their needs, abilities and desires.
2. Retain an open-door policy in the Applied Sciences (vocational programs) by providing special support service, special learning systems and pre-programmed "readiness" courses for the academically disadvantaged and the physically handicapped. The effectiveness of this policy will be determined through pre-testing, post-testing, and follow-up surveys.
3. Through in-service training, promote within the faculty the concept of personalized education (reflected in classroom attitudes, course outlines and performance objectives) that will be directed toward the needs of the individual.
4. With the cooperation of local industry, provide Kennedy-King College students with the opportunity for instructive on-the-job cooperative work experience evaluated by a faculty coordinator for college credit.
5. Through evening extension, credited courses, and special seminars, provide opportunity to adults who are now unemployed or under-employed to upgrade themselves.
6. Using the resources of all the college's ancillary services, actively conduct a talent search within the inner-city community in order to discover men and women willing to be trained to fill man-power needs in para-professional and technical positions.

*Excerpted from local Plans for Vocational Education.

Champaign Community Schools

A. General Provisions

1. Provide a comprehensive vocational education program for all students at the senior high school level.
 - a. Provide a comprehensive and sequential occupational program to help students explore occupations and develop specific skills.
 - b. Provide an effective vocational guidance program for all high school students.
 - c. Offer a Cooperative Career Education program to give experience and organized, supervised occupational training to any student in an occupation of his choice.
 - d. Provide Consumer and Homemaking Education for all high school students.
 - e. Strive to provide as effective guidance to the non-college bound student as is provided the baccalaureate oriented student.
 - f. Strive to provide all students, including the college bound, with realistic vocational guidance and saleable skill training.
 2. Provide special programs for identifiable subgroups of the population of the school district.
 - a. Provide special programs at all education levels to meet the needs and interests of these subgroups.
 - (1) Vocational education and training for the handicapped.
 - (2) Vocational education and training for the disadvantaged.
 - b. The services of the psychologist, social worker, and guidance personnel will be utilized to identify the individual differences so that adequate and relevant vocational education may be provided all students.
- B. Vocational education programs will provide a solid foundation of knowledge and skills to meet the ability of each student.
1. The vocational education program will recognize the fact that not all students will finish the 12th grade and provide skill training of a saleable nature to these identifiable, drop-out prone youth prior to their termination of their formal education.
 2. Drop-outs will be offered the opportunity to continue their vocational education in special programs.
 - a. Cooperative Career Education.

- b. Homebound education.
 - c. They will be encouraged to continue their education at a post high school institution.
- 3. An effort will be made to assist the college bound student to relate his or her curriculum to the world of work.
- C. Vocational education will be offered to every student to develop an understanding and appreciation of the meaning and functions of work in contemporary society relative to the dynamic American values.
 - 1. Help each student develop a positive self-image through pride in vocational competency in a career oriented program of studies.
 - 2. Offer an opportunity for all students to discover the typical organization of the labor groups, management, and professionals.
 - 3. Provide programs in business and consumer economics.
 - 4. Provide a basic explanation of the complex American production, manufacture, distribution, and finance systems, with implications for Illinois and the world, before students leave high school.

Marengo Community High School

A. Goals

1. General Statements

- a. The school believes that as a part of the American public school system, the high school is responsible for the secondary education of all youth regardless of race, creed, color, economic level or physical and mental ability.
- b. The school believes that the fundamental responsibility of the board of education, administration, faculty, and non-certified personnel, acting as a team, is to equip students with the basic skills needed for intellectual, mechanical, social, and personal success toward becoming useful, happy, healthy, self-supporting citizens.

2. Specific Statements

- a. The school believes that the vocational education program should equip the students to enter an occupational suited to the student's abilities.
- b. The school believes that vocational instruction should be provided to develop basic manipulative skills, safety judgment, technical knowledge, and the related information which will benefit the student's vocational pursuit.
- c. The school believes that the student should be able to realize the value of good workmanship and the importance of

an orderly and efficient performance of any task.

- d. The school believes that the secondary vocational education program should be coordinated and articulated with post-secondary vocational education programs and occupational training resources within the community.
- e. The school believes that vocational education should be made available to any student, if the program will enable the student to become a more useful person in our society.
- f. The school believes that the vocational needs of the student and the needs of the employing community should be given top priority in the development of the school's vocational curriculum.
- g. The school believes that vocational guidance and counseling should be provided for all students to better inform them about opportunities and the ever changing world of work.
- h. The school believes that cooperative occupational education should be provided to accomplish one or more of the following:
 - (a) Keep over-age pupils (or under achievers and potential drop-outs) in school part time while they obtain needed general education.
 - (b) Help pupils explore the world of work to assist them in occupational choice-making.
 - (c) Help maladjusted pupils with personality and behavior problems.
 - (d) Help students earn money who otherwise would need to drop out.
 - (e) Provide practice in what has been learned in the classroom and assist in the transition from school to job; in addition to
 - (f) Developing general and specific occupational skills, knowledges, and attitudes.

B. Objectives

1. To expand the number of vocational offerings in our school during the 1973-74 school year, to meet the needs of the increasing school population. These offerings will be implemented by reviewing data from administration, guidance, staff, advisory council, and the community.
2. To prepare our staff to become more aware and better prepared in vocational education, during 1973-74, by using at least two of the following media: inservice training, advanced training, professional reading, workshops, and practical work experience during the year of the summer in their specific area.

3. To cooperate with the Rockford Area Vocational Center and the McHenry County Cooperative, during the 1973-74 school year, by providing occupational opportunities to students with interests other than those available in our school district.
4. To develop a vocational and technical education program that will maintain a drop-out rate of less than 5%.
5. To provide a cooperative vocational education program during 1973-74 in all five occupational areas.
6. To have all departments update program management objectives for their areas by February 1, 1974 which are to be submitted to the vocational director.
7. To have instructors update student performance objectives for each occupational course by February 1, 1974 which are to be submitted to the vocational director.
8. Two half-day workshops concerning program evaluation will be conducted in 1973-74 for the vocational staff.
9. To have instructors provide students the opportunity to evaluate each course they take at the end of the semester for semester courses or at the end of the year for fall year courses. This is to be completed during the 1973-74 school year.
10. A flow chart of course offerings available for each area will be presented to students in the Occupational Exploration courses and the Trades I and II Program prior to registration of students for advanced classes.
11. Students enrolled in the Occupational Exploration and Trades I and II Program will be involved with a Career Exploration Study conducted by the Guidance Department during the 1973-74 school year. Activities will include films or film strips, field trips, and outside speakers.
12. To have the advisory council sponsor an open hours of the vocational facilities during 1973, which will involve the students, staff and advisory council.
13. To have the advisory council complete their meetings by the end of the school year with the minutes of the meeting completed and distributed to the staff and administration.

C. Special Needs Goals

1. To offer a curriculum in which all enrolled students can be successful.
2. To provide for the communicative (skills) and computation necessary for solving the problems of everyday living.

3. To enable students to participate in work as a productive way of life and for the purpose of earning their own living to the limits of their ability.
4. To lead to the acceptance of civic responsibility as a participating productive member of the community.
5. To enable the students to participate in occupational and vocational experiences within the community in developing toward economic self-sufficient.
6. To lead to the formation of: habits enabling them to understand themselves and to get along with others; habits promoting emotional security leading towards independence; good habits in health and safety.

Appendix F

SCHOOLS AND INSTITUTIONS VISITED

<u>High Schools</u>	<u>Legal Name of District</u>
Alton	Alton Community Unit District #11
Arthur	Arthur Community Unit District #305
Bloomington	Bloomington District #87
Bushnell	Bushnell - Prairie City Community Unit #170
Cahokia	Cahokia Unit District #187
Cairo	Cairo School District #1
Carbondale	Carbondale Community School District #165
Centralia	Centralia High School District #200
Champaign	Champaign Community Unit School District #4
Danville	Danville Community Consolidated School District #118
DeKalb	DeKalb Community Unit School District #428
Elmhurst	Community High School District #88
Joliet	Joliet Township High School District #204
Kewanee	Kewanee Community Unit Schools District #229
Lisle	Lisle Community Unit District #202
Lyons	Lyons Township High School, Cook County District #204
*LaGrange Special Ed. District	
Marengo	Community High School District #154
Marion	Marion Community Unit School District #2
Mattoon	Community Unit School District #2
Mounds	Meridian Community Unit School District #101
Mt. Vernon	Mt. Vernon Township High School
Normal	Community Unit School District #5 of McLean and Woodford Counties
Peoria-Manual	Peoria Public Schools Charter District #150
Proviso-East	Proviso Township High Schools District #209
Quincy	District #172, Quincy Public Schools
Rock Island	Rock Island District #41
St. Charles	Community Unit School District #303
Thornton-Thornton	Thornton Township High Schools District #205
Ullin	Century Community Unit
Urbana	Urbana Community School District #116

Area Vocational Centers

Bloomington	Bloomington Area Vocational Center Administrative Unit - Bloomington District #87
	Mid-Valley Area Vocational Center Administrative Unit - Kaneland School District #302

Area Vocational Centers (cont.)

Pekin

Pekin Area Vocational Center
 Administrative Unit - Pekin Community
 High School District #303

Sterling

Whiteside Area Vocational Center
 Administrative Unit - Community
 Unit District #5 Sterling

Junior Colleges

Palatine

Wm. Rainey Harper College
 District #512

Joliet

Joliet Junior College
 District #525

Chicago

Kennedy-King College/City Colleges
 of Chicago District #508

Malta

Kishwaukee College
 District #523

Champaign

Parkland College
 District #505

Ullin

Shawnee Community College
 District #531

Corrections

Makanda

Dept. of Corrections - Juvenile,
 Giant City Forestry Camp

Menard

Dept of Corrections, Illinois
 State Penitentiary, Menard Branch

Pontiac

Illinois Department of Corrections,
 Illinois State Penitentiary,
 Pontiac Branch

St. Charles

Dept of Corrections - Juvenile,
 Illinois State Training School
 for Boys

Sheridan

Dept of Corrections - Juvenile,
 Illinois Industrial School for Boys

Joliet

Illinois Department of Corrections,
 Stateville Branch

Vienna

Illinois Department of Corrections
 Vienna Correctional Center

Appendix G
Demographic Data - High Schools

School	Region	Community Type	Economic Base	Population Density	Per Student Expenditure	Percent Disadvantage	Enrollment
Alton	V	LU	Ind-Ag	961.5	\$1000.71	16% ^b	4067
Arthur	IV	R	Ag	52	\$899.80	12%	217 ^d
Bloomington	IV	LU	Ind-Ag	4200	\$1092.45	4%	2050
Bushnell	III	R	Ag	N/A	N/A	12%	436 ^d
Cahokia	V	SU	Ind	1333.3	\$842.98	11%	2500
Cairo	VI	R	Wel-Ag	184.6	\$723.67	N/A	400
Carbondale	VI	SU	U. Serv.	N/A	N/A	N/A	1260 ^d
Centralia	VI	SU	Ind-Ag	259.2	\$876.89	N/A	1650
Champaign	IV	LU	U. Serv	807.2	\$1223.05	56%	2476 ^c
Danville	IV	LU	Ind	1039.5	\$901.21	2.6%	2310
DeKalb	II	LU	U. Serv.	633.8	\$1300.00	13.2%	1551
Elmhurst ^a	I	LU	Ind.	510.8	\$1390.24	15%	9700
Joliet	I	LU	Ind	108.0	\$1128.04	15%	1800
Kewanee	II	R	Ag	N/A	N/A	44%	924 ^d
Lisle	I	Sub	Ind	2000	\$1369.24	14%	863

See 3rd page of appendix for key.

Appendix G (cont.)

School	Region	Community Type	Economic Base	Population Density	Per Student Expenditure	Percent Disadvantage	Secondary Enrollment
Lyons	I	Sub	Ind	2982.4	\$1670.53	2.5%	5380
Marengo	I	R	Ag	73.1	\$1209.24	N/A	725
Marion	VI	R	Ind-Ag	N/A	N/A	N/A	918 ^{c-d}
Mattoon	IV	SU	Ind-Ag	175	\$912.04	N/A	1800
Mounds	VI	R	Wel-Ag	61.8	\$801.24	78%	550
Mt. Vernon	VI	SU	Ind-Ag	108	\$1124.04	5%	1826 ^d
Normal	IV	SU	U. Serv.	188.7	\$879.30	16%	1956
Peoria-Manual	III	LU	Ind	364-8	\$993.40	35%	1614
Proviso-East	I	LU	Ind	N/A	N/A	N/A	3676 ^d
Quincy	III	LU	Ind-Ag	N/A	N/A	12%	2207 ^{c-d}
Rock Island	II	LU	Ind	1818.1	\$919.71	2%	4986
St. Charles	I	\$	Ag	421.0	\$1038.59	8%	1850
Thornton	I	Sub	Ind	N/A	N/A	1%	12388 ^d
Ullin	VI	R	Wel-Ag	35.2	\$834.16	39%	251
Urbana	IV	LU	Ag U Serv	N/A	N/A	7%	1365 ^{c-d}

Appendix G - Footnotes

N/A - Not available at time of publication

^aSchools included are York, Addison Trail, Willowbrook

^bComputed on grades 9 - 12

^cEnrollment count grades 10 - 12

^dData from 1971 - 72 Directory of Illinois Schools
Based on district file data at completion of 1972-73 year.

Region - Region within State of Illinois as determined by the Office of Superintendent of Public Instruction

Community Size - R = Rural, under 15,000 Population
S.U. = Small Urban, 15-30,000 Population
Sub. = Suburban
L.U. = Large Urban, over 30,000 Population

Economic Base - Ind = Industrial Wel = Welfare
Ag = Agriculture U. Serv = University Service

Population Density - Population density of the school district in terms of people per square mile area. Figures are calculated from Section A of the Local Plan submitted to the DVTE unless otherwise specified.

Per Student Expenditure - Money expended for educational purposes on a per student basis within the public schools of the district. Figures are from Section A of the Local Plan submitted to the DVTE unless otherwise specified.

% Disadvantaged- Percentage of Secondary school enrollment within the district who are disadvantaged and are enrolled in occupational programs. Total enrollment figures are from the chart, figures for occupational enrollment by disadvantaged students are from preliminary survey instruments circulated at beginning of the project.

Secondary Enrollment - Secondary(grades 9 - 12) school enrollment within the district. Figures are from Section A of the Local Plans or from the Directory Of Illinois Schools, 1971-72 edition, as specified.

Appendix H

Demographic Data - Other Agencies

Institution	AREA VOCATIONAL CENTERS	
	Community Type	Economic Base
Bloomington	Large Urban	Industrial-Agriculture
Mid-Valley	Rural	Agricultural
Pekin	Large Urban	Industrial
Whiteside	Rural	Agricultural

Institution	JUNIOR COLLEGES	
	Community Type	Economic Base
Harper	Large Urban	Industrial
Joliet	Large Urban	Industrial
Kennedy-King	Large Urban	Industrial
Kishwaukee	Rural	Agricultural
Parkland	Large Urban	Industrial-Agriculture
Shawnee	Rural	Agricultural

Institution	CORRECTIONAL INSTITUTIONS	
	Resident Category	Security Level
Giant City	Juvenile	Minimal Security
Menard	Male-Adult	Maximum Security
Pontiac	Male-Adult	Maximum Security
St. Charles	Juvenile	Medium Security
Sheridan*	Juvenile	Maximum Security
Stateville	Male-Adult	Maximum Security
Vienna	Male-Adult	Minimum Security

*Since our late April visitation, Sheridan has been converted to an Adult institution.

PROJECT STAFF

BERIHUN MARYE, project staff assistant, is a graduate student from Ethiopia. He received his B. Sc. in Occupational Education from Southern Illinois University, Carbondale. Mr. Marye has had a three-year teaching experience in two Ethiopian Secondary Schools during which time he sponsored a Welfare Association for Needy Students. He received his Associate Degree in Technical Teacher Education with a speciality in Woodworking Technology from Haile Selassie I University in 1970. This program also included an additional year of teaching (called Ethiopian University Service) at the secondary level. He remained at Haile Selassie I University as a Technical Assistant for one year before he came to Southern Illinois University-Carbondale.

DANIEL O'ROURKE, staff assistant, received his B.S. degree in Occupational Education from Southern Illinois University in June, 1972. He is completing his M.S. requirements in Occupational Education at Southern Illinois University. Prior to this project, his work experience has been in the field of data processing. He has been analyst and programmer for Institutional Research, Southern Illinois University, and operated unit records as well as computer systems for the university. After graduating from Marian Central High School in Woodstock, Illinois, he served four years in the United States Navy.

JOHN R. SCHNEIDER, research assistant, is a graduate student working on his Masters Degree in Occupational Education, specializing in Administration and Curriculum. He completed work on a B.S. in Cinema and Photography, graduating from Southern Illinois University-Carbondale in the Spring of 1973

RONALD W. STADT, research associate, is Professor and Chairman of the Department of Occupational Education, holds the Ed. D. from University of Illinois, has co-authored three books in the past year in the area of occupational curriculum and management, has contributed more than thirty articles and monographs, and has extensive experience in on-site evaluations.

WILLIAM WEBERG, project staff assistant, is a graduate student working towards his M.S. degree in Occupational Education at Southern Illinois University-Carbondale. He received his B. Sc. in Business Administration from University of Wisconsin-Whitewater in 1968. After receiving his B. Sc., he spent three years military service in the data processing field. After completion of active duty, he worked in the small business management field, before coming to Southern Illinois University-Carbondale.

LAWRENCE WEISMAN, project director, is assistant professor of Occupational Education at Southern Illinois University-Carbondale. Dr. Weisman received his Ph.D. from the Florida State University in Higher Education, junior college administration. During the past four years Dr. Weisman has focused his work on evaluation and development of statewide vocational programs for disadvantaged in Florida and Illinois. With ten years active service in the Army Transportation Corps, he brings to the project considerable insight in a wide range of hard and soft vocational skills. Dr. Weisman taught in the Commercial Department of a large inner city high school in Philadelphia for five years.